



Trainee Guide



COURAGE

REVISION A
JULY 2009

ANCHORS AWEIGH

Lyrics by George D. Lottman and Domenico Savino

 Anchors Aweigh
 Stand Navy out to sea,
 Fight our battle cry;
 We'll never change our course,
 So vicious foe steer shy, y, y, y;
 Roll out the T.N.T.;
 Anchors aweigh;
 Sail on to victory,
and sink their bones to Davy Jones hooray!

 Anchors aweigh, my boys, anchors aweigh.
 Farewell to foreign shores.
 We sail at break of day, day, day, day.
 Through our last night ashore.
 Drink to the foam.
 Until we meet once more.
 Here's wishing you a happy voyage home.

 Ooh, rah, ____ (Division #)
 Go Navy!
 Smooth Sailing!

TRAINEE GUIDE
FOR
BASIC MILITARY TRAINING

A-950-0001

PREPARED BY
RECRUIT TRAINING COMMAND
GREAT LAKES, ILLINOIS 60088

PREPARED FOR
COMMANDER, NAVAL EDUCATION AND TRAINING COMMAND
NAVAL AIR STATION
PENSACOLA, FLORIDA 32508-5100

REVISION A
July 2009

NAME: _____ DIVISION: _____

CHANGE RECORD

Number and Description of Changes	Entered By	Date
Revision A: Incorporates previous changes 1 - 20 and editorial changes to the following: Miscellaneous editorial changes to correct spelling, grammar and content errors.	CIED	July 2009

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SECURITY AWARENESS NOTICE

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*      This course does not contain any classified material.    *
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SAFETY/HAZARD AWARENESS NOTICE

This notice promulgates safety precautions to the trainees of Recruit Training Command in accordance with responsibilities assigned by the Commander, Naval Education and Training Command.

Any time a trainee has apprehension concerning his or her personal safety, or that of another, they should signal a "Training Time Out" to clarify the situation or procedure and receive additional instruction as appropriate. To signal for a "Training Time Out," shout "Training Time Out" and raise your right hand.

The safety precautions contained in this course are applicable to all personnel. Personnel assigned to Recruit Training Command must be thoroughly familiar with all aspects of personnel safety, and strictly adhere to every general and specific safety precautions.

Special emphasis must be placed on strict compliance with published safety precautions and on personal awareness of potentially hazardous conditions. All personnel must have a comprehensive knowledge of emergency procedures, which prescribe courses of action to be followed in case of equipment failure, or human error as stated in the Pre-Mishap Plan. Strict adherence to approved and verified operating, emergency, and maintenance procedures IS MANDATORY. As a minimum, you are responsible for knowing, understanding, and observing all safety precautions applicable to the command, and school. In addition, you are responsible for observing the following general safety precautions:

1. Each individual shall report to class emotionally prepared to learn.
2. You shall use normal precaution in all your functions.
3. You shall report any unsafe conditions, equipment, or material, which you consider unsafe, and unusual or developing hazards.
4. You shall warn others whom you believe to be endangered by known hazards, or by failure to observe safety precautions, and of any unusual or developing hazards.
5. You shall report to the school staff any accident, injury, or evidence of impaired health.
6. You shall wear or use the protective clothing and/or equipment of the types required, approved, and supplied for the safe performance in your laboratories.

HOW TO USE YOUR TRAINEE GUIDE

This guide is to help you learn what is taught at RTC. It is used throughout your assignment as a recruit. Each "Topic" represents a lesson or lesson series. Use the Table of Contents to locate the lesson topics. Most likely, your Recruit Division Commander (RDC) will tell you what topics to study. Also, see the Daily Schedule in your compartment to learn what classes are scheduled and the topics to study.

SIX KINDS OF SHEETS

Each topic has an "Outline Sheet," and many topics include an "Assignment Sheet" as well. Only a few topics include "Information Sheets," "Job Sheets," "Diagram Sheets," and "Problem Sheets." Each sheet used is listed in the Index in the back of this Trainee Guide. The sheets are identified in the lessons by their Topic Number.

OUTLINE SHEETS: Provide an outline of the major teaching points and follow the instructor's lesson plan. "Outline Sheets" help you to follow the lesson being taught and provide places for you to write notes.

ASSIGNMENT SHEETS: Are study guides that help you prepare for Lessons and Laboratory/practical exercises. Complete and study the appropriate "Assignment Sheets" before you take an examination.

INFORMATION SHEETS: Provide information from reference materials, technical manuals, and books. "Information Sheets" serve as handy references for important topic material.

JOB SHEETS: Provide step-by-step instructions to help you learn and perform job tasks.

DIAGRAM SHEETS: Are drawings to help you understand a system, piece of equipment, or topic.

PROBLEM SHEETS: Are case studies or descriptions of situations, which are used to help illustrate important teaching points.

ENABLING OBJECTIVES

You will see at least one Enabling Objective (EO) in each topic. Enabling Objectives identify the Knowledge or Skill you are to learn. You should try to understand the Enabling Objective(s) for each lesson topic while studying the topic's Outline Sheet.

STUDY

One or more instructors will conduct classroom and laboratory sessions. Some will be taught by your RDC. You are responsible for completing the material in this guide. Read the Table of Contents and the other "Front Matter" in this guide. This will help you become familiar with the organization of the material.

To Review a Topic Turn to the topic's Outline Sheet. Read the Enabling Objective(s) first, and then review the entire Outline Sheet.

To Study a Topic Turn to the topic's Assignment Sheet. Study the Introduction, then, read the Study Assignment. Finally, write the answers to the Study Questions.

TESTS

You will take three written "Knowledge Tests" while a recruit at RTC. Only the material covered in the Trainee Guide will be tested. Success on the written tests is dependent upon understanding the objectives, paying attention in class, taking notes, and studying the material. In addition to Knowledge Tests, "Performance Tests" are used to determine your skills in keeping your locker, military dress, and military drill.

RECRUIT TRAINING SPECIFIC INFORMATION

24-HOUR TIME

MORNING

AFTERNOON

0100	--	1:00 AM	1300	--	1:00 PM
0200	--	2:00 AM	1400	--	2:00 PM
0300	--	3:00 AM	1500	--	3:00 PM
0400	--	4:00 AM	1600	--	4:00 PM
0500	--	5:00 AM	1700	--	5:00 PM
0600	--	6:00 AM	1800	--	6:00 PM
0700	--	7:00 AM	1900	--	7:00 PM
0800	--	8:00 AM	2000	--	8:00 PM
0900	--	9:00 AM	2100	--	9:00 PM
1000	--	10:00 AM	2200	--	10:00 PM
1100	--	11:00 AM	2300	--	11:00 PM
1200	--	12 NOON	2400	--	MIDNIGHT

PHONETIC ALPHABET

A	--	ALFA	N	--	NOVEMBER
B	--	BRAVO	O	--	OSCAR
C	--	CHARLIE	P	--	PAPA
D	--	DELTA	Q	--	QUEBEC
E	--	ECHO	R	--	ROMEO
F	--	FOXTROT	S	--	SIERRA
G	--	GOLF	T	--	TANGO
H	--	HOTEL	U	--	UNIFORM
I	--	INDIA	V	--	VICTOR
J	--	JULIET	W	--	WHISKEY
K	--	KILO	X	--	X-RAY
L	--	LIMA	Y	--	YANKEE
M	--	MIKE	Z	--	ZULU

RECRUIT TRAINING SPECIFIC ITEMS

LEGAL READINESS FOR NEW SAILORS

Before coming on active duty, you may not have given much thought to arranging your legal and financial affairs. The following contains suggestions, which may make your period of military service run more smoothly.

Legal Assistance attorneys can assist you and your dependents with civil legal matters, at no cost to you. They can provide powers of attorney, write wills, notarize documents; review contracts and leases, and provide advice on many areas of law. They cannot, however, represent you in civilian court. If you need to go to court, they will refer you to a civilian attorney through a local bar association.

If you have questions or need assistance in any of the areas discussed, contact the Legal Assistance Office. The Legal Assistance Office will be located at the Naval Legal Service Office at your base. If there is none available, contact a Staff Judge Advocate or ask your LPO about the location of the nearest military attorney.

Legal Residence: Your legal residence (also called "domicile") is the place that you consider your true, fixed, and permanent home. It is the place you intend to return to after separating or retiring from the military. It is possible to change your legal residence during your time in the military; this can affect how you vote, pay taxes, register your vehicle, and other legal processes so it's best to consult a Legal Assistance Attorney before you do so. Also note that your legal residence is a separate term than your "home of record", or the place where you joined the military. Normally they are the same, but it is possible for them to be different.

Voting: If you were not registered to vote when you left your home state and wish to register now, contact your command Voting Assistance Officer. If you are already registered to vote and now live outside your home state, you may vote an absentee ballot. Your command Voting Assistance Officer can help.

Debts: There is no law that wipes out your previous debts just because you came on active duty. You are still required to pay them. You are also responsible for the joint debts of you and your spouse if your name is on the debt, even if he/she is the only one using the account. Under the Service member's Civil Relief Act, you may be able to reduce the interest rate on some of the debts you had before coming on active duty to 6%. If you need help working out a budget, the Legal Assistance Office can help.

Income Tax: You are not excused from paying federal and state income taxes because of military service; though there are some states that do not tax the military pay of their residents. You can get help filling out your income tax returns through the Volunteer Income Tax Assistance (VITA) program on base at the Family Service Center. You can have your returns filed electronically and decrease the waiting time for your refund. A Legal Assistance Attorney can answer specific tax questions.

Property Tax: You must pay property tax on your possessions in the state of your legal residence, if it is required by the state. The state in which you live in only because of military service is prohibited under the Service member's Civil Relief Act from taxing your property. You cannot be taxed by two states.

RECRUIT TRAINING SPECIFIC ITEMS

Housing: If you are going to buy a house, bring the contract to the Legal Assistance office to have it reviewed before you sign it. If you are going to rent, make sure your lease has a military clause that allows you to break the lease without penalty if you are required to move before the lease is finished. Military clauses vary greatly, so it pays to have your clause reviewed by a Legal Assistance Attorney. Do not assume it will cover you in every situation in which you might have to break your lease. For instance, most military clauses do not allow you to break your lease to move into military housing. Once you sign the lease, you may be stuck with it.

Insurance: You may want to cancel some of your existing insurance policies if the military will provide you with the same or better insurance. You should never cancel any insurance without knowing what the military will provide you, and whether you can renew your civilian insurance when you leave the military.

The military will provide, or pay for, much of your family's medical care, and for some dental care. It may not pay for all that your family will require. You may want to consider a supplemental policy to cover the remainder of the costs.

SGLI: Low cost life insurance is available through Servicemen's Group Life Insurance (SGLI) and can be paid for through payroll deduction. As a young sailor, your life insurance policy may be your largest asset. You should never write "by law" when stating who you want to receive your SGLI proceeds; you should name specific beneficiaries; "by law" designation is not authorized for naval personnel. If you also buy private life insurance, make sure the policy will still pay off if you die while in the military; some may not.

Other Contracts: If it looks too good to be true, it probably is! If you have questions about a contract for something you are buying, bring it to a Legal Assistance Attorney before you sign it. In very few cases, you may be allowed to cancel a contract within three days after signing it; but these are rare. And if something is promised but is not in writing, assume the promise never happened and that the seller will not make good on the promise.

Powers of Attorney: A Special Power of Attorney is a document that allows someone else to legally act for you on your behalf for a specific purpose. Examples of a Special Power of Attorney is to allow someone to sell your car, access your bank account, ship your household goods, and bring a child to medical care. If you need someone else to legally act on your behalf, you should see a Legal Assistance Attorney to determine what type of power of attorney you need. They can be written to fulfill almost any need.

A General Power of Attorney allows someone complete control over your affairs. You should see a Legal Assistance Attorney first since these have far-reaching consequences and are rarely necessary.

Family Money Matters: If your military duties will frequently keep you away from your family, and in many cases they will, consider setting up joint bank accounts, or obtaining a credit card to be used by your spouse when you are away. Remember, however, that they will have access to your finances just as you do.

RECRUIT TRAINING SPECIFIC ITEMS

Wills and Living Wills: If you die without a will your state will determine who inherits your assets; it might not be who you want. A will allows you to designate your beneficiaries and name guardians for your children, two very important things. You may also want a living will. This is a document that lets you state that if you have a terminal condition; you do not want to be kept alive artificially. It also allows you to name someone to make medical decisions for you if you cannot speak for yourself. A Legal Assistance Attorney can discuss your situation with you and prepare these documents, if you want.

Household Goods Inventory: You should make a list of all your household goods in case they are lost or destroyed in a military move. This happens more often than you may think. This list will be a big help in being reimbursed. The list should include brand names, serial numbers, original cost, and date acquired. You may also want to take some photos or a videotape of your possessions.

Family Care Plan: If you are a single parent, a dual-service couple with dependents, or solely responsible for the care of another person, you are required to have a Family Care Plan. This document designates who will care for children in the event you (or you and your spouse) are required to deploy. A Legal Assistance Attorney can discuss your situation with you.

Paternity: The Navy expects you to support your children, including those born out of wedlock which you acknowledge are yours or a court determines are yours. If you do support your children, you are eligible for more pay and can have the children enrolled in the military health care system. If you have questions about whether you are the father of a child born out of wedlock, or about the consequences of admitting paternity, see a Legal Assistance Attorney.

RECRUIT TRAINING SPECIFIC ITEMS (continued)
CODE OF ETHICS

Code of Ethics

Principles of Ethical Conduct for Government Officers and Employees

1. Public service is a public trust, requiring employees to place loyalty to the Constitution, the laws, and ethical principles above private gain.
2. Employees shall not hold private interests that conflict with the conscientious performance of duty.
3. Employees shall not engage in financial transactions using nonpublic Government information or allow the improper use of such information to further any private interest.
4. An employee shall not, except pursuant to such reasonable exceptions as are provided by regulation solicit or accept any gift or other item or monetary value from any person or entity seeking official action from doing business with or conducting activities regulated by the employee's agency or whose interest may be substantially affected by the performance or nonperformance of the employee's duties.
5. Employees shall put forth honest effort in the performance of their duties.
6. Employees shall make no unauthorized commitments or promises of any kind purporting to bind the Government.
7. Employees shall not use public office for private gain.
8. Employees shall act impartially and not give preferential treatment to any private organization or individual.
9. Employees shall protect and conserve Federal property and shall not use it for other than authorized activities.
10. Employees shall not engage in outside employment or activities, including seeking or negotiating for employment that conflict with official Government duties and responsibilities.
11. Employees shall disclose waste, fraud, abuse, and corruption to appropriate authorities.
12. Employees shall satisfy in good faith their obligations as citizens, including all just financial obligations, especially those such as - Federal, State, or local taxes - that are imposed by law.
13. Employees shall adhere to all laws and regulations that provide equal opportunity for all Americans regardless of race, color, religion, sex, national origin, age, or handicap.
14. Employees shall endeavor to avoid any actions creating the appearance that they are violating the law or the ethical standards promulgated pursuant to this order.

If you have any questions or need additional information contact your local ethics counselors.

Staff Judge Advocate.....688-3805
NTC, Building 1

Counsel Naval Training Center.....688-4753
NTC, Building 1



OUTLINE SHEET 2-01-1

MILITARY PAY AND BENEFITS/DIRECT DEPOSIT SYSTEM

A. Introduction

It is very important to maintain a healthy financial lifestyle. In order to do that, you must start with a basic understanding of your military pay and benefits.

B. Enabling Objective(s):

25.1 Identify the purpose of the military leave and earnings statement.

25.2 Explain military pay entitlements and deductions.

25.3 Explain the Direct Deposit System (DDS).

- a. Purpose
- b. Benefits
- c. Sign-up procedures
- d. Changing accounts

25.4 Explain the procedures and rules governing recruit finances.

25.5 Describe the differences between Credit Unions and Banks

25.6 Describe checking and savings accounts.

25.7 Identify the need for emergency funds

25.8 Explain basic check book register management techniques.

25.9 Describe ATM and check cards.

23.21 Explain the relationship between the Navy Core Values and military pay and benefits.

C. Topic Outline

1. Introduction

2. Purpose of the Military Leave and Earnings Statement—Provides a monthly record of your leave and pay account that shows:

- a. Entitlements (pay)
- b. Deductions

OUTLINE SHEET 2-01-1 (continued)

- c. Allotments
- d. Leave
- 3. Military Pay Entitlements
 - a. Pay
 - (1) Paid to you for services rendered.
 - (2) Starts first day of active duty.
 - (3) Three types:
 - (a) Basic: based on pay grade and length of service.
 - (b) Incentive: pay you receive for certain types of duty.
 - (c) Special: special circumstances such as reenlistment or particular type of duty.
 - b. Allowances
 - (1) Money used to reimburse a person for expenses required to perform your job; e.g.
 - (a) Basic Allowance for Subsistence (BAS)
 - 1 Provides money for food.
 - 2 Entitlement depends on your status and availability of a government mess.
 - (b) Basic Allowance for Housing (BAH)
 - 1 BAQ and VHA combined
 - 2 supplements housing costs
 - 3 With or without dependent rates
 - (c) Clothing Allowance
 - 1 Initial
 - 2 Annual
 - (d) Other Allowances
 - 1 Family Separation Allowance (FSA)
 - 2 Cost of Living Allowance (COLA)

OUTLINE SHEET 2-01-1 (continued)

3 Overseas Housing Allowance (OHO)

4 Variable Housing Allowance (VHA)

(2) Allowances are not taxable

c. Enlistment bonuses

(1) Paid upon completion of formal training

(a) Lump sum

(b) Periodic installments

(2) 27-33% income tax is withheld

4. Military Pay Deductions

a. Federal Income Tax

(1) The amount withheld from your pay for Federal Income Tax depends on:

(a) Amount your earn

(b) Information you give employer on IRS form W-4

(2) Estimate: 10-15%

b. State Income Tax

c. Federal Insurance Contribution Act (FICA) - Social Security

d. FICA - Medicare

e. Service Member's Group Life Insurance (SGLI)

(1) 6.5 cents per month for \$10,000 coverage for lesser than max coverage amounts.

(2) \$28.00 per month for \$400,000 maximum coverage

(3) Enrollment is optional

f. Armed Forces Retirement Home (AFRH)

g. Montgomery GI Bill (MGIB)

(1) Costs \$100 per month for 12 months.

(2) \$600 contribution or "buy up"

(3) You are automatically enrolled, and must choose to disenroll. This will be explained during that class.

OUTLINE SHEET 2-01-1 (continued)

- h. Mid-month Pay
 - (1) Your LES is available on DFAS MyPay at the end of each month.
 - (2) This section indicates the pay received at mid-month
- i. Ditty Bag
 - (1) Costs approximately \$500 depending on Summer or Winter issue
- j. Uniforms
 - (1) Cost is deducted from future pay
 - (2) Recruits are financially responsible for replacing uniforms due to neglect
- k. Thrift Savings Plan (TSP)
 - (1) An optional retirement savings and investment plan
 - (2) Maximum contribution is 100% of basic pay
 - (3) If contributing from basic pay, you may also contribute 1-100% of incentive or special pay
- l. Allotments
 - (1) Using allotments, you may assign part of your pay to a spouse, parent, bank, etc
 - (2) An allotment for child support begins on 1-1 DOT
 - (3) You may start additional allotments via MyPay
- 5. Direct Deposit System (DDS)/Electronic Funds Transfer (EFT)
 - a. Purpose - Automatically deposits your pay into your bank or credit union account
 - b. You will be required to select a financial institution for Direct Deposit. As a Navy member you will not receive an actual paycheck
 - c. Your pay will be directly deposited into your account
 - d. Benefits - DDS is:
 - (1) Safe - no payroll checks to lose
 - (2) Convenient - No long lines at disbursing

OUTLINE SHEET 2-01-1 (continued)

(3) Reliable - Dependents are taken care of during deployments

(4) Fast - Pay is available in the members account on payday

6. Procedures and Rules Governing Recruit Finances

a. Paydays

(1) Recruits are paid by electronic funds transfer through direct deposit systems two or three times while at RTC.

(2) Navy personnel are paid on the 1st and 15th of each month

(3) If the 1st or 15th is on a weekend or holiday, personnel are paid on the first preceding workday

7. Banks and Credit Unions

a. Everyone needs a place to keep their money that is safe, secure and easily accessible

(1) Banks

(a) A commercial bank is a corporation owned by shareholders (for profit)

1 Some of the profits are reinvested in the growth and maintenance of the institution.

(b) Offers a full range of services such as:

1 Checking, savings accounts

2 Safe deposit boxes, loans

(c) Federally chartered banks are insured against loss by the Federal Deposit Insurance Corporation (FDIC)

(2) Credit Unions

(a) Credit Unions are owned by the members

1 Members pool their deposits which are invested and lent to other members.

2 Some of the returns on investment and lending are reinvested in the growth and maintenance of the institution.

(b) Members generally share a common affiliation, such as the same employer, labor union or association

(c) Offers a full range of services such as:

1 Checking, savings accounts, loans

OUTLINE SHEET 2-01-1 (continued)

- (d) Credit Unions are insured against loss by the National Credit Union Share Insurance Fund which is administered by the National Credit Union Administration (NCUA)

8. Checking and Savings Accounts

- a. With every dollar you earn a decision needs to be made – spend on current expenses or save for future needs
- b. A checking account would probably be best for present day expenses

(1) Typical present day expenses

- (a) Rent
- (b) Utilities (gas/electric/water)
- (c) Insurance
- (d) Cell phone
- (e) Recreation

(2) Can be opened as an individual or joint account

(a) Advantages/Disadvantages

- 1 Individual account-only you are responsible for the management of the account
- 2 Joint account-joint account holders bear equal responsibility for the account
- 3 Joint account makes bill paying easier, especially if you are on deployment
- 4 However, with a joint account it is more difficult to manage the account when two or more people are using the same account
- 5 You decide which meets your needs

9. Identify need for Emergency funds

a. Savings Account

- (1) Excellent place to hold your money if you don't need it for day to day expenses
 - (a) Down payment on a car
 - (b) Education costs
 - (c) Travel/vacations
 - (d) Retirement

OUTLINE SHEET 2-01-1 (continued)

(2) Savings Goals

(a) Short Term-save \$500 within 3-6 months

(b) Secondary or Long Term Goal- save an amount equal to 3 times your monthly expenses

10. Account Management

a. Check with your bank or credit union each payday to verify the amount of your deposit either online or by phone.

b. Record that amount in your register

(1) In the beginning your amounts may be irregular due to your pay date and processing of your DDS paperwork.

(a) Your pay will normalize after a month or two

c. Remember when you write a check that is your promise to pay. Always ensure there are sufficient funds to cover that check. Don't wait for it to clear before writing it down in your register and subtracting from your available funds.

d. Paying Bills

(1) Contact your creditors if payment will be late because of enlistment in the Navy

(2) Bills can be paid by:

(a) Personal check or electronically

1 Ensure you have sufficient funds in your account

2 Your checks and debit cards will be issued to you in a couple of weeks by the representative you select today

(b) Money Orders

(3) Later as part of your military training, you will receive instruction on how to write checks, maintain a checkbook register and checking account reconciliation.

(4) While at Recruit Training Command and your follow-on command, you have access to a Command Financial Specialist that can assist you with basic checking account management.

11. What to look for in a financial institution

a. Choose a financial institution that has a location that will be convenient for you

OUTLINE SHEET 2-01-1 (continued)

- b. Convenient hours
- c. ATM location
- d. Services
 - (1) Both credit unions and banks offer a wide range of services
 - (1) Make sure yours offers the services you need at a reasonable cost
 - (3) Initially all you may need is a checking and savings account
 - (4) After recruit training compare costs and other services such as:
 - (a) Certificates of Deposit
 - (b) Safety deposit boxes
 - (c) Loans
- 12. Automatic Teller Machines
 - a. ATM's are computer terminals located in financial institutions and elsewhere accessed by your Personal Identification Number (PIN)
 - b. Can be used for withdrawals, deposits and transfer of funds between accounts or other transactions that would be accomplished by a teller
 - c. You may be charged a fee for ATM transactions
 - (1) Make sure you understand the fees and deduct them from your account balance
- 13. Point of Service Terminal (POS)
 - a. A debit or check card is issued by your financial institution
 - (1) You can transfer funds from your account to make purchases.
- 14. Sign up procedures
 - a. You will have the opportunity to meet representatives from NFCU and AFB if you so desire
 - b. Financial decisions are personal and you are free to bank with whomever you want.
 - c. You can stay with your hometown provider if you choose.

OUTLINE SHEET 2-01-1 (continued)

- d. You must select one of the three options shown on the screen
 - (1) Here are some basic questions you might want to ask
 - (a) How much do checks cost?
 - (b) What are your ATM fees?
 - (c) What is the fee if I write a check or use my debit/check card with insufficient funds?
 - e. If you have any financial questions while here at recruit training, work with your RDC to see a Command Financial Representation
15. Relationship between the Navy Core Values and Military Pay and Benefits
- a. Honor - Be honest with your finances
 - b. Courage
 - (1) If having financial difficulties, have the courage to talk to personnel in your chain of command
 - (2) Although they cannot provide money, they can direct you to people that can help.
 - c. Commitment - Be committed to:
 - (1) Paying bills on time
 - (2) Spending your money wisely

MILITARY PAY AND BENEFITS/DIRECT DEPOSIT SYSTEM

[illegible]

ASSIGNMENT SHEET 2-01-2

MILITARY PAY AND BENEFITS/DIRECT DEPOSIT SYSTEM

A. Study Assignment

None

B. Study Questions

1. What is the purpose of the Leave and Earnings Statement (LES)?
2. What are the three types of pay?
 - a.
 - b.
 - c.
3. (TRUE/FALSE) Allowances are taxable.
4. If entitled to an enlistment bonus, when will you receive it?
5. The two parts of Federal Insurance Contribution Act (FICA) are social security and _____.
6. How much is the Montgomery GI Bill "buy up?"
7. _____ is an optional retirement savings and investment plan.
8. List benefits of the Direct Deposit System (DDS).
 - a.
 - b.
 - c.
 - d.
9. On which days of the month are Navy personnel paydays?

10. What do you need to do if a bill payment is going to be late?

INFORMATION SHEET 2-02-1

MONTGOMERY GI BILL/POST 9/11 GI BILL

POST 9/11 GI BILL QUICK COMPARISON OF EDUCATIONAL BENEFITS PROGRAMS.

Type of Training	Post-9/11 GI Bill	Montgomery GI Bill- Active Duty	Montgomery GI Bill- Reserves	REAP
IHL in residence ¹	Yes	Yes	Yes	Yes
IHL online only & Distance/Internet Training	Yes ²	Yes	Yes	Yes
NCD ⁵	See note 5	Yes	Yes	Yes
OJT & Apprenticeship Training	No	Yes	Yes	Yes
Flight Training	No ³	Yes	Yes	Yes
Correspondence	No ³	Yes	Yes	Yes
Licensing & Certification	Yes ⁴	Yes	Yes	Yes
National Testing Programs	No ³	Yes	Yes	Yes
Entrepreneurship Training	No ³	Yes	Yes	Yes
Accelerated Payment	No	Yes	Yes	Yes
Co-op Training	No ³	Yes	Yes	Yes
Work-Study Program	Yes ³	Yes	Yes	Yes
Tuition Assistance Top Up	Yes	Yes	No	No
Tutorial Assistance	Yes	Yes	Yes	Yes

¹ Degree programs and certificate programs offered by an IHL are approved training under the Post-9/11 GI Bill. An IHL is defined as an Institution of Higher Learning - or a degree granting institution. Certificate and diploma programs offered by institutions that do not grant degrees are not covered.

² If you are enrolled entirely in an online or distance learning program your payment is limited to the tuition & fees not to exceed the tuition & fees at the most expensive in-state Institution of Higher Learning (IHL). You will not receive the housing allowance.

³ If your training is offered at an IHL you may be eligible for Post-9/11 GI Bill benefits.

⁴ Limited to one test.

⁵ Non College Degree (NCD) program. An NCD program offered at an IHL is approved. If offered at other than an IHL it is not approved

The benefits change periodically, for further information on the Post 9/11 GI Bill go to website:
<http://www.gibill.va.gov/>

MONTGOMERY GI BILL/POST 9/11 GI BILL

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OUTLINE SHEET 3-01-1

UNIFORM CODE OF MILITARY JUSTICE

A. Introduction

The Uniform Code of Military Justice (UCMJ) Article 137 requires that 78 UCMJ articles be explained to you.

B. Enabling Objective(s):

- 30.1 Identify the definition and purpose of the Uniform Code of Military Justice (UCMJ).
- 30.2 Identify persons who are subject to the UCMJ (Articles 2 and 3).
- 30.3 Explain the rights service members have in accordance to the UCMJ (Articles 137, 138, and 139).
- 30.4 Explain the meanings of the punitive articles (77 through 134) of the UCMJ.
- 30.5 Define the terms "lawful" and "unlawful orders."
- 30.6 Explain the meanings of Articles 7 through 14 of the UCMJ.
- 30.7 Explain the rules governing non-judicial punishment (UCMJ Article 15).
- 30.8 Explain judicial punishment in terms of its definition, types, court-martial personnel, and regulations (UCMJ Articles 25, 27, 31, 38, and 55).
- 23.23 Explain the relationship between the Navy Core Values and the UCMJ.
- 30.9 Identify the purpose of the publication *U.S. Navy Regulations*.
- 30.10 Explain the types of punitive and administrative discharges.
 - a. Explain the reasons for general and other-than-honorable discharges.
 - b. Pattern of misconduct
 - c. Civilian convictions
 - d. Alcohol-related incident
 - e. Homosexual conduct
 - f. Physical fitness assessment (PFA) failure

C. Topic Outline

- 1. Introduction
- 2. Definition and Purpose of the Uniform Code of Military Justice (UCMJ)
 - a. Definition
 - (1) The Uniform Code of Military Justice (UCMJ) contains the basic criminal laws of the U.S. military.

OUTLINE SHEET 3-01-1 (continued)

- (2) The term "uniform" is used because the document applies equally to the U.S. Navy, Marines, Army, Air Force, and Coast Guard.
 - (3) Under the UCMJ, the U.S. Armed Forces can bring criminal charges against personnel who violate military law.
- b. Purpose
 - (1) Promote justice.
 - (2) Assist in maintaining good order and discipline in the armed forces.
 - (3) Promote efficiency and effectiveness in the military.
- 3. Persons Subject to the Uniform Code of Military Justice (UCMJ)
 - a. Article 2, Persons subject to this chapter--Persons are subject to the UCMJ if they:
 - (1) Are members of the regular armed forces. This includes recruits.
 - (2) Are awaiting discharge after an enlistment term has expired.
 - (3) Have volunteered (from the time of muster or acceptance into the armed forces).
 - (4) Have been inducted formally as a military service member.
 - (5) Are in the reserves.
 - (6) Are retired members who are entitled to receive pay.
 - (7) Are serving a sentence imposed by court-martial.
 - b. Article 3, Jurisdiction to try certain personnel
 - (1) All persons subject to Article 2 of the UCMJ can be tried by the armed forces.
 - (2) A person may be tried by court-martial, even after leaving the service, for offenses committed while under the UCMJ.
- 4. Rights of Service Members According to the Uniform Code of Military Justice (UCMJ)
 - a. Article 137, Articles to be explained
 - (1) Certain UCMJ articles must be explained to each enlisted member:

OUTLINE SHEET 3-01-1 (continued)

- (a) Within 14 days of initial entrance to active duty.
 - (b) After completing six months of active duty.
 - (c) Upon reenlistment.
 - (2) Service members have the right to see a copy of the UCMJ.
 - (a) Will be made available to any service member for review upon their request.
 - (b) If you want to see the UCMJ while at RTC, ask your Recruit Division Commander (RDC).
 - b. Article 138, Complaints of wrongs
 - (1) Service members who believe they have been wronged by their Commanding Officer have the right to file a complaint.
 - (2) If the Commanding Officer does not act to correct a wrongful situation, the service member may complain to any superior commissioned officer.
 - c. Article 139, Redress of injuries to property
 - (1) If anyone's personal property is willfully damaged or stolen by another member(s) of the armed services, the Navy may reimburse the victim even if those responsible are not found.
 - (2) Complaints are made to the CO.
5. Meanings of the Punitive Articles of the UCMJ
- a. Articles 77 through 134 are the Punitive Articles of the UCMJ.
 - b. Most of the offenses similar to civilian law, such as rape, robbery, and forgery, are serious offenses. Sailors can be court-martialed and sentenced to the brig for committing these crimes.
 - c. Some of the offenses for which sailors can be court-martialed are strictly military; for example, insubordinate conduct, missing movement, and mutiny.
 - d. There are 61 punitive articles.
 - (1) Article 92, Failure to obey order or regulation
 - (a) Any person is punishable under the UCMJ who violates or fails to obey any lawful order or regulation.

OUTLINE SHEET 3-01-1 (continued)

- 1 Lawful orders
 - a Must be given by competent authority.
 - b Require the performance of military duty.
 - c Must accomplish a military mission.
 - d Must promote the morale, discipline, and usefulness of members of the command.
 - e Must be directly connected with the maintenance of good order.
 - 2 Unlawful orders could:
 - a Direct the commission of a crime.
 - b Interfere with the private rights or personal affairs of others.
 - c Conflict with human rights that were granted by law.
 - 3 Regulations--Many Navy regulations are included in the publication, *U.S. Navy Regulations*, which will be discussed later in this lesson.
- (b) Any person is punishable under the UCMJ who is derelict (negligent) in the performance of their duties.
- (c) Examples
- 1 As a result of failure to obey a lawful order by using racially explicit language, an Airman Recruit:
 - a Was required to forfeit ½ month's pay (\$699.75).
 - b Lost his/her nuclear clearance eligibility and was reclassified.
 - c Received an entry in his/her service record to document the misconduct.
 - 2 As a result of failure to obey a lawful order by writing letters of a personal nature and having a personal relationship with a female Seaman Recruit while in a trainee status, a male Seaman Recruit was required to forfeit 14 day's pay (\$699.75).

OUTLINE SHEET 3-01-1 (continued)

(2) Article 128, Assault

(a) Any person is guilty of assault who:

1 Attempts or threatens another with violence or bodily harm.

2 Consummates the threats of violence.

(b) Example

1 In February 2009, a male fireman recruit was found guilty of assaulting a seaman recruit by pushing him into a locker and rack.

2 The FR was awarded forfeiture of one-month's pay (\$1,399.50).

(3) Article 86, Absence without leave

(a) A service member is guilty of UA who, without authority, is absent from their place of duty.

(b) Example: For unauthorized absence from 8 March until 31 March 09, a female Airman Recruit was:

1 Placed on restriction and assigned extra duties for 45 days.

2 Required to forfeit ½ month's pay for 2 months (\$1,399.50).

3 Recommended for separation from the Navy following completion of restriction and extra duties.

(4) Article 112a, Wrongful use, possession, etc. of controlled substances

(a) Restricted substances--Drugs or other substances that have their use restricted by federal regulations; e.g., marijuana, cocaine.

(b) Any person who wrongfully uses, possesses manufactures, distributes, imports, or exports a controlled substance may be punished under this article.

(c) Example: In December 2008, for wrongful use of cocaine as a recruit, a male seaman was:

1 Awarded forfeiture of \$699.75 pay per month for two months, and restriction and extra duty for 45 days.

OUTLINE SHEET 3-01-1 (continued)

- 2 Processed out of the Navy with an other-than honorable discharge.
- (5) Article 121, Larceny and wrongful appropriation
 - (a) Intent--To take something from another person with the intent of permanently keeping the item.
 - (b) Wrongful appropriation--To temporarily take something from another person without permission.
 - (c) Example
 - 1 In September 2004, a male seaman recruit was found guilty of stealing two 675-minute telephone cards (value approximately \$500.00) from another seaman recruit.
 - 2 The perpetrator was awarded forfeiture of \$552.00 pay per month for two months.
- (6) Article 117, Provoking words or gestures.
 - (a) Any person who uses provoking or insulting words (such as saying or writing racially explicit names) or gestures towards another violates this article.
 - (b) Words and gestures properly used for training, efficiency, or discipline are exempt from this article.
 - (c) Example: In June 2004, a male fireman recruit was found guilty of wrongful use of profanity and a sexual slur toward a female seaman recruit. The male recruit was:
 - 1 Awarded forfeiture of one-month's pay (\$552.00), and restriction and extra duty for ten days.
 - 2 Administratively processed out of the Navy.
- (7) Article 91, Insubordinate conduct toward a warrant officer, noncommissioned officer, or petty officer
 - (a) Any warrant officer or enlisted member is punishable under the UCMJ who:
 - 1 Strikes or assaults a warrant officer, chief petty officer, or petty officer.
 - 2 Willfully disobeys the lawful order of a warrant officer, noncommissioned officer, or petty officer.

OUTLINE SHEET 3-01-1 (continued)

- 3 Treats with contempt or is disrespectful in language or deportment towards a warrant officer, noncommissioned officer, or petty officer.

(b) Example

- 1 In November 2004, a male seaman recruit was found guilty of using disrespectful language toward a chief because of saying to her, "Chief, you can kiss my #\$."

- 2 The seaman recruit was awarded forfeiture of one month's pay (\$552.00).

(8) Article 77, Principles

- (a) Any person is punishable under the UCMJ who commits an offense or is involved in its commission.
- (b) A person who aids a criminal or is responsible for someone else committing a crime is also punishable.

(9) Article 78, Accessory after the fact--A person that knows a crime has been committed can be punished for assisting the offender avoid capture.

(10) Article 79, Conviction of lesser included offense

- (a) An accused may be found guilty of a lesser offense when guilt for a more serious offense cannot be proven.
- (b) For example, if you are found not guilty for "missing movement," (e.g., not aboard when your ship leaves port) you could be found guilty of unauthorized absence (UA), a lesser offense.

(11) Article 80, Attempts--Persons who attempt to commit a crime and fails are punishable under the UCMJ.

(12) Article 81, Conspiracy--Any person who conspires with any other person to commit a crime is punishable by court-martial.

(13) Article 82, Solicitation--Any person who solicits or advises another to commit any of the following, is punishable under the UCMJ:

- (a) Desertion
- (b) Mutiny and sedition (hostile action against the U.S. government)
- (c) Misbehavior before the enemy

OUTLINE SHEET 3-01-1 (continued)

- (14) Article 83, fraudulent enlistment, appointment, or separation--Any person who procures their own military enlistment, appointment, or separation by providing false information is punishable under the UCMJ.
- (15) Article 84, Unlawful enlistment, appointment, or separation--Any person who aids the military enlistment, appointment, or separation of any person known to be ineligible because it is prohibited by law, regulation, or order, is punishable under the UCMJ.
- (16) Article 85, Desertion--A member is guilty of desertion who:
 - (a) Leaves his/her unit or place of duty with no intention of returning.
 - (b) Quits their unit or place of duty to avoid hazardous duty or shirk important service.
 - (c) Without being regularly separated from one of the armed forces, enlists or accepts an appointment in another U.S. or foreign armed service.
- (17) Article 87, Missing movement--Any person who misses the movement of their ship, aircraft, or unit is in violation of this article.
- (18) Article 88, Contempt toward officials--Any commissioned officer is guilty of contempt toward officials, who uses threatening words against any of the following personnel:
 - (a) President
 - (b) Vice President
 - (c) Congress
 - (d) Secretary of Defense
 - (e) Secretary of a military department
 - (f) Secretary of Transportation
 - (g) Governor or legislature of any state, territory, commonwealth, or possession in which the officer is on duty or present
- (19) Article 89, Disrespect toward superior commissioned officer--Any person who behaves disrespectfully toward their superior commissioned officer is in violation of this article.

OUTLINE SHEET 3-01-1 (continued)

- (20) Article 90, Assaulting or willfully disobeying superior commissioned officer
 - (a) A member is punishable under the UCMJ who:
 - 1 Draws or lifts a weapon or commits violence against a superior commissioned officer.
 - 2 Willfully disobeys a lawful command of his superior commissioned officer.
 - (b) In time of war, violation of this article can be punishable by death.
- (21) Article 93, Cruelty and maltreatment--Any person who is guilty of cruelty or maltreatment of any person subject to their orders is punishable by court-martial.
- (22) Article 94, Mutiny and sedition--Any person is in violation of this article who:
 - (a) Is involved in a mutiny.
 - 1 Mutiny--An action intended to override lawful military authority or create a disturbance.
 - 2 Intended to be carried out by one person or in a group.
 - (b) Is involved with overthrow; i.e., a group attempt to overthrow or destroy civil authorities by using violence.
 - (c) Fails to do their utmost to prevent mutiny or sedition committed in their presence, or inform their superiors.
- (23) Article 95, Resistance, breach of arrest, and escape--any person who resists apprehension, breaks arrest, or escapes from custody or confinement is punishable by court-martial.
- (24) Article 96, Releasing prisoner without authority--A person is guilty of violating this article who:
 - (a) Without proper authority, releases a prisoner committed to their charge.
 - (b) Through neglect or design, permits a prisoner to escape.
- (25) Article 97, Unlawful detention--Any person who unlawfully apprehends, arrests, or confines a person is punishable by court-martial.

OUTLINE SHEET 3-01-1 (continued)

- (26) Article 98, Noncompliance with procedural rules--Any person is guilty of violating this article who:
 - (a) Is responsible for unnecessary delay to the case of a person accused of violating the UCMJ.
 - (b) Knowingly fails to enforce or comply with the provisions of the UCMJ that relate to trial proceedings.
- (27) Article 99, Misbehavior before the enemy--Any member of the armed forces is punishable under the UCMJ who in the presence of the enemy:
 - (a) Runs away.
 - (b) Shamefully abandons or surrenders personnel, a place, or military property which is their duty to defend.
 - (c) Through disobedience, neglect, or intentional misconduct, endangers the safety of personnel, a place, or military property.
 - (d) Casts away their arms or ammunition.
 - (e) Is guilty of cowardly conduct.
 - (f) Quits their place of duty to plunder or pillage.
 - (g) Causes false alarms in any command, unit, or place under control of the armed forces.
 - (h) Willfully fails to do their utmost to encounter, capture, and destroy enemy troops, combatants, vessels, or aircraft.
 - (i) Does not provide all possible relief and assistance to United States and allied armed forces in combat.
- (28) Article 100, Subordinate compelling surrender--A person is in violation of this article who:
 - (a) Attempts to force a commander to surrender or abandon any place, military property, or member(s) of the armed forces.
 - (b) Strikes (surrenders) the colors or flag to an enemy without proper authority.
- (29) Article 101, Improper use of countersign
 - (a) Countersign--A secret word or signal used by guards or sentries to identify personnel wishing to pass.

OUTLINE SHEET 3-01-1 (continued)

- (b) Parole--A word known by guard supervisors to verify countersigns.
- (c) A person is punishable under the UCMJ who in time of war:
 - 1 Discloses a countersign or parole to any person not entitled to receive it.
 - 2 Intentionally gives to another who is entitled, an incorrect parole or countersign.
- (30) Article 102, Forcing a safeguard
 - (a) Safeguard--Person(s) posted by a commander for the protection of personnel, places, or property of the enemy or neutral forces.
 - (b) Any person who forces (breaks) a safeguard shall suffer death or other punishment as directed by a court-martial.
- (31) Article 103, Captured or abandoned property
 - (a) All persons shall secure for the United States public property taken from the enemy.
 - (b) Personnel cannot:
 - 1 Buy, sell, or trade captured or abandoned property.
 - 2 Engage in looting or stealing.
 - 3 Any person violating this article will be punished by court-martial.
- (32) Article 104, Aiding the enemy--Any person is punishable who:
 - (a) Aids, or attempts to aid, the enemy with arms, ammunition, supplies, money, etc.
 - (b) Without proper authority, knowingly harbors, protects, gives intelligence to, communicates with, or deals with the enemy, either directly or indirectly.
- (33) Article 105, Misconduct as prisoner--A person that is a prisoner in time of war is in violation of this article if they:
 - (a) For the purpose of securing favorable treatment by their captors, act to the detriment of fellow prisoners.

OUTLINE SHEET 3-01-1 (continued)

- (b) While in a position of authority, maltreats fellow prisoners without justifiable cause.
- (34) Article 106, Spies--Any person in time of war who is found to be a spy will be punished by death; e.g., an enemy spy looking for vital information at a U.S. Naval Air Station.
- (35) Article 106a, Espionage
 - (a) Any person who, with the intent to cause injury to the United States or an advantage for a foreign nation, transmits or attempts to transmit an object relating to the national defense to a foreign nation is guilty of espionage; e.g., providing the enemy with classified military photographs.
 - (b) Anyone found guilty of espionage will be punished as directed by a court-martial; espionage can be punishable by death.
- (36) Article 107, False official statements--Any person is punishable under this article who, with intent to deceive knowingly:
 - (a) signs a false official document.
 - (b) makes a false official statement.
- (37) Article 108, Military property of the United States: sale, loss, damage, destruction, or wrongful disposition--Any person is punishable under this article who, without proper authority, does or causes any of the following to U.S. military property:
 - (a) Sells/disposes.
 - (b) Willfully or through neglect, damages, destroys, or loses.
- (38) Article 109, Property other than military property of United States: Waste, spoilage, or destruction--Any person who willfully or recklessly wastes, spoils, or wrongfully destroys or damages any nonmilitary property of the United States is in violation of this article.
- (39) Article 110, Improper hazarding of vessel
 - (a) Danger--To put in danger of loss or injury.
 - (b) Any person who willfully, wrongfully, or negligently hazards or causes hazarding to any vessel of the armed forces shall suffer death or other punishment as directed by a court-martial.

OUTLINE SHEET 3-01-1 (continued)

- (40) Article 111, Drunken or reckless operation of vehicle, aircraft, or vessel--A person is in violation of this article who operates a vehicle, aircraft, or vessel:
 - (a) While drunk or impaired by drugs.
 - (b) In a reckless manner.
- (41) Article 112, Drunk on duty
 - (a) Any person, **other than** sentinel (guard) or lookout, who is found drunk on duty, can be punished under this article.
 - (b) Sentinels and lookouts are punishable under Article 113.
- (42) Article 113, Misbehavior of sentinel or lookout--Any sentinel or lookout who is found drunk or sleeping at their post, or leaves their post before regularly relieved, shall be punished by death (in time of war) or as a court-martial directs.
- (43) Article 114, Dueling--Any person who fights, promotes, intends to fight a duel, or has knowledge of a challenge and fails to report it promptly to the proper authority is in violation of this article.
- (44) Article 115, Malingering--A person is a malingerer who, for the purpose of avoiding work, duty, or service:
 - (a) Fakes illness, physical disablement, mental illness, or insanity.
 - (b) Intentionally inflicts self-injury.
- (45) Article 116, Riot or breach of peace--Any person who causes or participates in any riot or breach of peace is in violation of this article.
- (46) Article 118, Murder--Any person who without justification unlawfully kills a human being can be put to death or imprisoned for life.
- (47) Article 119, Manslaughter--Any person who:
 - (a) WITH intent to kill or inflict great bodily harm, unlawfully kills a human being in the heat of sudden passion caused by adequate provocation is guilty of VOLUNTARY manslaughter. Example: Catching one's spouse in the act of adultery and killing both parties.
 - (b) WITHOUT an intent to kill or inflict great bodily harm, is guilty of INVOLUNTARY manslaughter when unlawfully killing a human being:

OUTLINE SHEET 3-01-1 (continued)

- 1 By negligence. Example: Conducting target practice and accidentally killing another person.
 - 2 While committing an offense other than murder. Example: A passenger in a speeding vehicle being killed in a crash.
- (48) Article 120, Rape and carnal knowledge
 - (a) Force--An act of sexual intercourse using force, without the victim's consent.
 - (b) Carnal knowledge
 - 1 An act of sexual intercourse with a female that is NOT:
 - a One's wife.
 - b At least 16 years old.
 - 2 A man can be convicted of carnal knowledge even if the accused was ignorant of the female's age, or if the female was of prior unchaste character.
 - (c) Penetration, however slight, is sufficient to complete these offenses.
- (49) Article 122, Robbery--A person is guilty of robbery when they take something of value from another using fear or violence.
- (50) Article 123, Forgery--A person is guilty of forgery who, with the intent to defraud:
 - (a) Falsely signs a document or alters a signature.
 - (b) Knowingly passes a document having a false or altered signature.
- (51) Article 123a, Making, drawing, or uttering check, draft, or order without sufficient funds
 - (a) The term, "uttering a check" is defined as giving a check to another person as a payment.
 - (b) A person knowingly passing a check or draft that has insufficient funds to cover the amount can be punished under the UCMJ.
- (52) Article 124, Maiming--Anyone who intentionally injures, disfigures, or disables another is guilty of maiming; e.g., punching a person and knocking out his/her teeth, cutting a person.

OUTLINE SHEET 3-01-1 (continued)

- (53) Article 125, Sodomy
 - (a) Any person who engages in carnal copulation (taking a sexual organ into the mouth or anus) with another person of the same or opposite sex or with an animal is guilty of sodomy.
 - (b) Penetration, however so slight, is sufficient to complete the offense.
- (54) Article 126, Arson--Any person who intentionally and maliciously burns the property of another is guilty of arson.
- (55) Article 127, Extortion--A person who commits extortion (blackmail) communicates threats to another with the intent to obtain:
 - (a) Something of value.
 - (b) Cancellation of a debt.
 - (c) Advantage.
 - (d) An immunity; e.g., a person on trial threatening to assault a jury member unless a not guilty verdict is presented.
- (56) Article 129, Burglary--Any person, who breaks and enters another's home at night with the intention of committing a serious crime, such as murder, theft, rape, or arson, is guilty of burglary.
- (57) Article 130, Housebreaking--Any person who unlawfully enters a building or structure of another (trespassing) with intent to commit a crime is guilty of housebreaking.
- (58) Article 131, Perjury--A person is guilty of perjury who in court or a criminal investigation:
 - (a) Lies under oath.
 - (b) Indicates a false document is true by signing it.
- (59) Article 132, Frauds against the United States--A person violates this article by committing frauds against the U.S., such as:
 - (a) Falsely demanding money from the government.
 - (b) Attempting to cheat the government by paying less money than is owed.
 - (c) Falsifying a receipt for government property.

OUTLINE SHEET 3-01-1 (continued)

- (60) Article 133, Conduct unbecoming an officer and a gentleman--Any commissioned officer, cadet, or midshipman (student at the U.S. Naval Academy) can be convicted of conduct unbecoming an officer and a gentleman; e.g., making false official statements, insulting another officer.
- (61) Article 134, General article--Any act not covered in other articles of the UCMJ that violates good military order and discipline. For example:
 - (a) Adultery
 - (b) Fleeing the scene of an accident
 - (c) Pimping
 - (d) Prostitution
 - (e) Fraternization
- e. Punitive Articles of the UCMJ review
- 6. Meanings of Articles 7 Through 14 of the UCMJ
 - a. Article 7, Apprehension (taking a person into custody)
 - (1) Persons authorized to apprehend violators of the UCMJ may do so with reasonable belief that:
 - (a) An offense has been committed.
 - (b) The person apprehended committed the offense.
 - (2) Commissioned officers, warrant officers, petty officers, and noncommissioned officers have authority to quell quarrels, frays, and disorder among persons subject to the UCMJ.
 - b. Article 8, Apprehension of deserters--Civilian law enforcement officers may apprehend deserters.
 - c. Article 9, Imposition of restraint--No member can be arrested or confined without probable cause.
 - d. Article 10, Restraint of persons charged with offenses--a person charged with a minor offense shall not ordinarily be confined.
 - e. Article 11, Reports and receiving of prisoners--No federal marshal (military chief of police), commander, guard, or master at arms may refuse to keep any prisoner committed to his/her charge by a commissioned officer, when the officer furnishes a signed statement of the offense charged against the prisoner.

OUTLINE SHEET 3-01-1 (continued)

- f. Article 12, Confinement with enemy prisoners prohibited--No member of the armed forces may be placed in confinement in immediate association with enemy prisoners.
 - g. Article 13, Punishment prohibited before trial
 - (1) No person, while being held for trial, may be punished other than arrest or confinement, for the charges pending against him/her.
 - (2) The confinement shall be no more rigorous than to insure his/her presence, but may include minor punishment for infractions of discipline.
 - h. Article 14, delivery of offenders to civil authorities--A member of the armed forces accused of an offense against civil authority may be delivered, upon request, to the civil authority for trial.
 - 7. Rules Governing Non-judicial Punishment--UCMJ Article 15, Commanding Officer's Non-Judicial Punishment (NJP)
 - a. Also referred to as "Captains Mast."
 - b. NJP/Captain's Mast is more serious than administrative corrective measures but less serious than trial by court-martial.
 - c. When attached to a shore command and undergoing NJP, the accused may end the NJP proceeding and request a court-martial at anytime until the punishment is awarded.
 - d. When attached to or embarked in a vessel, the accused cannot refuse NJP.
 - e. The accused may select a spokesperson as a representative.
 - f. The CO (or his/her representative) is the only person who can award punishment.
 - g. In a Captain's Mast, the Commanding Officer has a great deal of authority, including:
 - (1) Dismissal of the case with or without warning.
 - (2) Referring the case to courts-martial.
 - (3) Non-judicial punishment within the limits of the UCMJ. This includes:
 - (a) Restriction to certain areas of a base or ship.
 - (b) An oral or written censure or reprimand.
- 1 Are oral or written censures of a person's behavior.

OUTLINE SHEET 3-01-1 (continued)

- 2 Reprimand is more severe.
 - (c) Arrest in quarters--Is only imposed on officers.
 - (d) Forfeiture of pay.
 - (e) Reduction in pay grade.
 - (f) Confinement on bread and water, or diminished rations.
 - 1 Diminished rations are a diet restricted to 2,100 calories per day.
 - 2 Can only be awarded to E-3 and below who are attached to or embarked on a vessel.
 - 3 The punishment will not last more than 3 consecutive days and then only after a medical officer determines that it will not cause serious injury to the confined person.
 - (g) Extra duties.
 - (h) Correctional custody--Can only be imposed on personnel E-3 and below; e.g., hard labor.
- 8. Judicial Punishment (Court-Martial)
 - a. A "court-martial" is a military trial, similar to trials in civilian courts.
 - b. There are three different types of courts-martial.
 - (1) Summary (SCM)
 - (a) For trying relatively minor offenses.
 - (b) Only one officer acts as judge and jury.
 - (c) Only enlisted members get an SCM.
 - (d) Maximum punishments vary according to the pay grade of the accused and the offense committed.
 - (2) Special (SPCM)
 - (a) For more serious offenses.
 - (b) Consists of at least three members (trial and defense counsels, and a military judge).
 - (c) Punishments are more severe.

OUTLINE SHEET 3-01-1 (continued)

- (3) General (GCM)
 - (a) For the committing of serious offenses.
 - (b) Consists of all members of the court (trial and defense counsels, military judge, and jury).
 - (c) Where the most severe punishments are warranted, including death.
- c. Court-martial personnel
 - (1) Article 25, Who may serve on courts-martial--Any active duty commissioned officer, warrant officer, or enlisted member may serve on a court-martial.
 - (2) Article 27, Detail of trial counsel and defense counsel--There will be a trial counsel and defense counsel for each general and special court-martial.
- d. Regulations pertaining to a court-martial
 - (1) Article 31, Compulsory self-incrimination prohibited
 - (a) Persons are not required to testify against themselves.
 - (b) Like civilian courts in the United States.
 - (2) Article 37, Unlawfully influencing action of court
 - (a) A person convening a court-martial or commanding officer cannot:
 - 1 Express disapproval of court ruling.
 - 2 Punish members of a court because of a ruling.
 - (b) No person may influence a member of the court in determining a ruling.
 - (3) Article 38, Duties of trial counsel and defense counsel
 - (a) Trial counsel--Must prove beyond a reasonable doubt the guilt of the accused.
 - (b) Defense counsel--Represents the accused. A civilian counsel may represent the accused; but the accused must pay the expense.
 - (4) Article 55, Cruel and unusual punishments prohibited
 - (a) Cruel and unusual punishments, like flogging (whipping) or branding, are not permitted.

OUTLINE SHEET 3-01-1 (continued)

- (b) Irons (handcuffs) are not permitted except for the purpose of safe custody.

9. Relationship Between the Navy Core Values and the UCMJ

- a. Honor--To behave within the guidelines of the UCMJ is the honorable duty of every sailor.
- b. Courage--When tempted by others, have the courage to comply with the UCMJ.
- c. Commitment--Be committed to behaving according to the rules and regulations of the UCMJ.

10. Purpose of the *U.S. Navy Regulations*

- a. The principle regulatory document of the U.S. Navy. It outlines the:
 - (1) Origin, authority, mission, and elements of the Department of the Navy.
 - (2) Procedures for conducting ceremonies, honors, and customs.
- b. Specifies procedures for awarding NJP, conducting Captain's Mast, and anything unique to the Navy that is not covered in the UCMJ.
- c. Describes your rights and responsibilities as a Navy member.
- d. It is your responsibility to know Navy regulations; ignorance is no excuse.

11. Types of Punitive and Administrative Discharges

- a. Punitive discharges Personnel convicted of a crime will most likely be punitively discharged from the Navy.
 - (1) Dishonorable--Applies only to enlisted persons and warrant officers who are not commissioned. Awarded only as directed by a general court-martial for serious offenses that call for dishonorable separation as part of the punishment.
 - (2) Bad Conduct--Applies only to enlisted persons. Awarded only as directed by a special or general court-martial.
- b. Types of discharges
 - (1) Honorable--Awarded to personnel with good to excellent service.
 - (2) General--Awarded in the absence of a sufficiently meritorious military record to deserve an honorable discharge.

OUTLINE SHEET 3-01-1 (continued)

- (3) Other than honorable--Awarded when there has been evidence of misconduct and/or security violations.

12. Reasons for General or Other-Than-Honorable Discharges

- a. Serious misconduct or a pattern of misconduct--Could result in separation when there:
 - (1) Are two or more non-judicial punishments, court-martials, or civil convictions (or any combination).
 - (2) Are three or more UAs, each more than 3 days but less than 30 days.
 - (3) Is a failure to:
 - (a) Pay just debts.
 - (b) Contribute adequate support to dependents.
 - (c) Comply with civil court rulings concerning dependent support.
- b. Civilian convictions
 - (1) It is mandatory to administratively process someone who commits an act of violence that did or could have caused the victim to die or be seriously injured.
 - (2) Members may be separated based on civilian convictions when the:
 - (a) Offense calls for a punitive discharge for the same or a closely related offense.
 - (b) Civilian criminal sentence includes confinement for not less than six (6) months.
- c. Alcohol-related incident
 - (1) Defined as any behavior caused by using alcohol involving civilian or military authorities. It may also include public or domestic disturbances related to alcohol use or the need for medical care resulting from alcohol use.
 - (2) Members may be separated when they lack potential for continued Naval service and:
 - (a) Are unable or refuse to participate in, cooperate in, or successfully complete the required rehabilitation treatment program.
 - (b) There is an alcohol-related incident.
 - (c) Fail to follow a directed after-care program.

OUTLINE SHEET 3-01-1 (continued)

d. Homosexual conduct

- (1) At the time of your initial entrance on active duty, you signed a statement verifying your understanding of the DOD Separation Policy for Homosexuals. To refresh your memory, we will carefully explain the policy again:

Although we have not and will not ask you whether you are a heterosexual or a homosexual, or a bisexual, you should be aware that homosexual acts, statements that demonstrate a propensity or intent to engage in homosexual acts, and homosexual marriages are grounds for discharge from the Armed Forces.

This means that if you do one of the following, you could be involuntarily separated before your term of service ends:

- (a) Homosexual acts. You engage in, attempt to engage in, or solicit another to engage in a homosexual act or acts. A "homosexual act" means touching a person of your same sex or allowing such a person to touch you for the purpose of satisfying sexual desires. (For example, Hand-holding or kissing, or other physical contact of a sexual nature.)
 - (b) Homosexual statements. You make a statement that demonstrates a propensity or intent to engage in homosexual acts. This may include a statement by you that you are a homosexual or bisexual, or words to that effect. It also may include behavior that a reasonable person would believe was intended to convey the statement that you are a homosexual or bisexual.
 - (c) Homosexual marriage. You marry or attempt to marry a person of your same sex.
- (2) A fraudulent statement regarding your sexuality made for the purpose of ending your military career may result in disciplinary action.

- e. Physical fitness assessment (PFA) failure--Enlisted personnel who have failed three or more PFAs in the most recent four-year period will be denied reenlistment until they pass three consecutive PFAs.

13. Summary and Review

14. Application

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.

ASSIGNMENT SHEET 3-01-2

UNIFORM CODE OF MILITARY JUSTICE, MILITARY ORDER, AND DISCIPLINE

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 94, through 99, and 222 through 223

B. Study Questions

1. On what three occasions must certain UCMJ articles be explained to each enlisted member?
 - a.
 - b.
 - c.
2. According to UCMJ Article 8, who can apprehend a deserter?
3. Who is the only person who can award non-judicial punishment?
4. What are the three types of courts-martial?
 - a.
 - b.
 - c.
5. Define UCMJ Article 86.
6. What offense does UCMJ Article 92 cover?
7. Define the term "controlled substance."
8. Define the term "malingering."
9. What offense does UCMJ Article 123a cover?
10. UCMJ Article 134 is known as the article.
11. (TRUE/FALSE) Navy civilian personnel are subject to the UCMJ.

ASSIGNMENT SHEET 3-01-2 (continued)

12. What are the three purposes of the UCMJ?
 - a.
 - b.
 - c.
13. A pattern of misconduct could result in separation from the Navy by an other-than-honorable or discharge.
14. Who is subject to the UCMJ?
15. Define the term "desertion."
16. Pretending to be ill to avoid work is called
17. What five criteria constitute a lawful order?
 - a.
 - b.
 - c.
 - d.
 - e.
18. What are the three types of administrative discharges?
 - a.
 - b.
 - c.
19. What is the purpose of the Report and Disposition Of Offense(s) Form?
20. What is the principle regulatory document of the U.S. Navy?
21. A dishonorable discharge can be awarded only as directed by a/an

INFORMATION SHEET 3-01-3

DOD BRIEFING ON SEPARATION POLICY

- A. As military members, you occupy a unique position in society. You represent the military establishment. This special status brings with it the responsibility to uphold and maintain the dignity and high standards of the U.S. Armed Forces at all times and in all places. The Armed Forces must also be ready at all times for worldwide deployment. This fact carries with it the requirement for military units and members to process high standards of morale, good order and discipline, and cohesion. As a result, military law, rules, customs, and traditions include restrictions on your personal behavior that may be different from civilian life. Members of the Armed Forces may be involuntarily separated before enlistment or term of service ends for various reasons established by law and military regulations. Some unacceptable conduct may be grounds for involuntary separation, such as:
1. You establish a pattern of disciplinary infractions, discreditable involvement with civil or military authorities or you cause dissent, or disrupt or degrade the mission of your unit. This may also include conduct of any nature that would bring discredit on the Armed Forces in the view of the civilian community.
 2. Because of parental responsibilities, you are unable to perform your duties satisfactorily or you're unavailable for worldwide assignment or deployment.
 3. You fail to meet the weight control standards.
- B. Although we have not and will not ask you whether you are a heterosexual, or a homosexual, or a bisexual, you should be aware that homosexual acts, statements that demonstrate a propensity or intent to engage in homosexual acts, and homosexual marriages or attempted marriages are grounds for discharge from the Armed Forces. This means that if you do one of the following, you could be involuntarily separated before your term of services ends unless it is a departure from your normal behavior, unlikely to recur, it's in the best interest of the service to retain you and that the conduct will not continue:
1. Homosexual acts: You engage in, attempt to engage in, or solicit another to engage in a homosexual acts. A "homosexual act" means touching a person of your same sex or allowing such person to touch you for the purpose of satisfying sexual desires. (For example, hand holding or kissing, or other physical contact of sexual nature.)
 2. Homosexual statements: You make a statement that demonstrates a propensity or intent to engage in homosexual acts. This may include a statement by you that you are a homosexual or bisexual, or words to that effect. It also may include behavior that a reasonable person would believe was intended to convey the statement that you are a homosexual or bisexual.
 3. Homosexual marriage: You marry or attempt to marry a person of your same sex.
- C. You will not necessarily be discharged if you do or say these things solely to end your military service. You may, however, be disciplined.
- D. The Armed Forces do not tolerate harassment or violence against any service member, for any reason.

INFORMATION SHEET 8-01-1

CANTEEN CLEANING PROCEDURES

DISTRIBUTION STATEMENT D:

Distribution authorized to DOD components and DOD contractors only; Critical Technology; March 2009. Other requests for this document shall be referred to Naval Sea Systems Command (SEA 04RM). Destroy by any method that will prevent disclosure of contents or reconstruction of this document.

DATE: March 2009 **MIP** 6641 **MRC:** 39 C4TJ W **Periodicity:** W-1R
Series:

Location:

Ship System: Working Spaces 660
System: Damage Control Spaces 664
SubSystem: Damage Control Spaces 6641
Equipment: Canteens

RATES	Man-Hours	RATES	Man-Hours	RATES	Man-Hours
SR	0.5				
Total Man-Hours:	0.5	Elapsed Time:	3.0		

MAINTENANCE REQUIREMENT DESCRIPTION

1. [Inspect and Clean Canteens](#)

SAFETY PRECAUTIONS

1. Forces afloat comply with NAVOSH Program Manual for Forces Afloat, OPNAVINST 1500.19 series; shore activities comply with NAVOSH Program Manual, OPNAVINST 5100.2 series.

TOOLS, PARTS, MATERIALS, TEST EQUIPMENT

MATERIALS

1. [\[131775\]](#) Bleach
2. [\[02366\]](#) Watch, wrist, No NSN -- W/C provide
2. [\[02376\]](#) Water, fresh, No NSN -- W/C provide

MISCELLANEOUS

1. [\[00525\]](#) Gloves, chemical protective
2. [\[60295\]](#) Goggles, vented
3. [\[42865\]](#) Apron

NOTE: Numbers in brackets can be referenced to Standard PMS Materials Identification Guide (SPMIG) for identification.

HAZARDOUS MATERIAL CONTROL STATEMENT (D)

The Hazardous Material User Guide (HMUG), OPNAVINST 5100.2B, provides additional control measures, precautions, personal protective equipment (PPE), and spill controls for the hazardous material(s) identified in Tools, Parts, Materials, Test Equipment block. Maintenance personnel shall determine if additional PPE is necessary to accomplish the MRC and take appropriate action to obtain and wear such PPE to ensure the safety of maintenance personnel. Report any deficiencies via PMS feedback report.

PROCEDURE

NOTE 1: RDCs will utilize the sinks in the laundry room of their compartment.

NOTE 2: RDC's will pour the bleach into the sinks.

1. Fill the dual sinks with water.
2. Add 3 cups of household bleach to the sinks.

NOTE 3: Achieve at least 3 oz per gallon of water or 25ml per liter of water.

CAUTION: Due to potential skin irritation, gloves, goggles and apron will be worn by personnel handling canteens in bleach solution.

INFORMATION SHEET 8-01-1 (Continued)

3. Ensure each canteen has been emptied prior to submersion.
4. Submerge caps and canteens in the sink.

NOTE 4: Ensure canteen is filled completely with bleach water.

5. Allow submerged canteens to soak in bleach/water for at least 30 minutes.
6. Empty the canteens into the sink.
7. Allow canteens to air dry for 10 minutes prior to filling with fresh water.
8. Empty and clean the sinks.

INFORMATION SHEET 8-02-1

RECRUIT Bill of Rights

**Recruit
Bill of Rights**

The policy of the Navy, and this command is to conduct training free from discrimination, and to ensure equal opportunity and fair treatment for all persons without regard to race, color, religion, gender, age, or national origin. This policy is carried out per the laws and regulations governing the Department of the Navy.

Procedures for Reporting Your Complaint/Grievance:

1. Individuals who experience sexual harassment should make it clear that such behavior is offensive and report sexual harassment to the appropriate supervisor within the chain of command.
2. If the above is unsuccessful, you may use the Navy Grievance Procedures, the Uniform Code of Military Justice or Request Mast.
3. If you are still unable to resolve the complaint or grievance, you can lodge a complaint via one or more of the following hotlines:
 - a. RTC Command Master Chief -(847) 688-3493
 - b. RTC Legal Office- (847) 688-4791/4792
4. Department of the Navy Equal Opportunity/Sexual Harassment Advice Line: 1-800-253-0931.

SEXUAL HARASSMENT: a form of sexual discrimination that involves unwelcome behavior directed toward someone when:

1. Submission or rejection of such conduct is an expression or condition of a person's job, pay, or career, or
2. Submission to or rejection of such conduct is made by a person and used as basis for career or employment decisions or
3. Such conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

INFORMATION SHEET 8-02-2

REPORT of GRIEVANCE/ALLEGED INCIDENT OF DISCRIMINATION

Report Of Grievance/Alleged Incident Of Discrimination

**GRIEVANCE
COMPLAINT
REPORT**

ENVELOPE

Recruits who feel that they or their fellow recruits have been subjected to adverse actions by any member of Recruit Training Command, Great Lakes (Staff or Recruit), for any reason, have the right and the obligation to bring this to the attention of the Commanding Officer via the Chain of Command, or by filling out the grievance /complaint report and mailing it to the Commanding Officer. Forms and preaddressed envelopes are available in your Division. This report is confidential.

Intentional filing of false complaints may result in disciplinary action under UCMJ Articles 107/134.



INFORMATION SHEET 8-03-1

OFFICE ENTERING PROCEDURES

ATTENTION!

PROCEDURE FOR ENTERING AN OFFICE

1. KNOCK THREE TIMES
2. ENTER WHEN TOLD. TAKE THREE 30 INCH PACES.
3. IF IN A DUTY STATUS, STAY COVERED, SALUTE.
4. IF NOT IN A DUTY STATUS, UNCOVER AND STAND AT ATTENTION.

SOUND OFF

MORNING

5. GOOD (AFTERNOON), SIR OR MA'AM, OR TITLE. EVENING

6. SR _____ DIV # _____ REPORTING SIR OR MA'AM, OR TITLE.
7. REMAIN AT ATTENTION AND STATE BUSINESS.
8. WHEN DISMISSED, DO AN ABOUT FACE AND LEAVE OFFICE.

INFORMATION SHEET 8-03-2

PROPER MAILING ADDRESS

SR Sailor, Ibeone
 Ship 04, USS Arleigh Burke, Division 107
 3600 Ohio Street
 Great Lakes, IL 60088-7103

Ship 03	USS Hopper	3600 Ohio Street	60088-3156
Ship 04	USS Arleigh Burke	3600 Ohio Street	60088-7103
Ship 05	USS Theodore Roosevelt	3610 Illinois Street	60088-3118
Ship 06	USS Constitution	3510 Illinois Street	60088-3119
Ship 07	USS Chicago	3405 Sailor Drive	60088-3401
Ship 09	USS John F. Kennedy	3415 Sailor Drive	60088-3515
Ship 10	USS Enterprise	3425 Sailor Drive	60088-3525
Ship 11	USS Kearsarge	3505 Sailor Drive	60088-3505
Ship 12	USS Triton	3515 Sailor Drive	60088-3515
Ship 13	USS Marvin Shields	3420 Sailor Drive	60088-3520
Ship 14	USS Arizona	3410 Sailor Drive	60088-3510
Ship 17	USS Mason	2705 Kansas Street	60088-3140

INFORMATION SHEET 8-04-1

CHAIN of COMMAND

Chain of Command

President of the United States

Vice President of the United States

Secretary of Defense

Secretary of the Navy

Chief of Naval Operations

- Master Chief Petty Officer of the Navy

Commander Naval Education Training Command

- NETC Force Master Chief Petty Officer

Commander, Naval Service Training Command

- NSTC Master Chief Petty Officer

Commanding Officer, Recruit Training Command

- RTC Command Master Chief Petty Officer

Executive Officer, Recruit Training Command

Military Training Director

Fleet Commander

- Fleet Leading Chief Petty Officer

Ship's Officer

- Ship's Leading Chief Petty Officer

- Recruit Division Commander

- Recruit Division Commander

- Recruit Division Commander

- Recruit Division Commander

INFORMATION SHEET 8-04-2

GENERAL ORDERS of a SENTRY

General Orders of a Sentry

1. To take charge of this post and all government property in view.
2. To walk my post in a military manner, keeping always on the alert and observing everything that takes place within sight or hearing.
3. To report all violations of orders I am instructed to enforce.
4. To repeat all calls from posts more distant from the guardhouse than my own.
5. To quit my post only when properly relieved.
6. To receive, obey, and pass on to the sentry who relieves me all orders from the commanding officer, command duty officer, officer of the deck, and officers and petty officers of the watch only.
7. To talk to no one except in the line of duty.
8. To give the alarm in case of fire or disorder.
9. To call the officer of the deck in any case not covered by instructions.
10. To salute all officers and all colors and standards not cased.
11. To be especially watchful at night, and, during the time for challenging, to challenge all persons on or near my post and to allow no one to pass without proper authority.



INFORMATION SHEET 8-04-3

SAILOR'S CREED

Sailor's Creed

"I am a United States Sailor.

I will support and defend the
Constitution of the United States
of America and I will obey the
orders of those appointed over me.

I represent the fighting spirit of
the Navy and those who have
gone before me to defend freedom
and democracy around the world.

I proudly serve my country's Navy
combat team with Honor,
Courage, and Commitment.

I am committed to excellence and
the fair treatment of all."

INFORMATION SHEET 8-04-4

RTC MAXIM

RTC Maxim

**I will not lie,
cheat, or steal,
nor tolerate
those among
us who do.**



INFORMATION SHEET 8-07-1

RECRUIT WATCHSTANDING

"RECRUIT WRITING"

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Ø 1 2 3 4
5 6 7 8 9

JAN

FEB

MAR

APR

MAY

JUN

JUL

AUG

SEP

OCT

NOV

DEC



OUTLINE SHEET 1-18-1

SHIPBOARD WATCHSTANDING

A. Introduction

During a ship's entire commissioned life, it will always have Sailors on watch. Whatever type of watch is assigned, devote full attention to it. Inattention or negligence can have serious consequences.

B. Enabling Objective(s):

- 17.1 Explain the purpose and responsibilities of proper watchstanding.
- 17.2 Identify the types of orders followed during watchstanding.
- 17.3 Explain the consequences of improper watchstanding.
- 17.4 Explain the purpose of the official watch log.
- 17.5 Explain the proper procedures for making entries in an official watch log.
- 17.6 Identify the duties and responsibilities of various shipboard and barracks watches.
- 17.7 Explain the purpose of the Watch, Quarter, and Station Bill.
- 23.18 Explain the relationship between the Navy Core Values and watchstanding.

C. Topic Outline

- 1. Introduction
- 2. Purpose and Responsibilities of Watchstanding
 - a. Navy personnel are assigned duty as watchstanders to perform many jobs in port and at sea.
 - b. Most watch assignments last four hours.
 - c. Watchstanders serve many vital functions:
 - (1) Provide security to prevent:
 - (a) Sabotage
 - (b) Damage to property
 - (c) Theft
 - (d) Unauthorized personnel entering a restricted area
 - (2) Ensure the safety of personnel and equipment; e.g., check for fire, flooding, and machinery problems.
 - (3) Provide an important role in fulfilling the Navy's mission.

OUTLINE SHEET 1-18-1 (continued)

- d. A watchstander has many responsibilities.
 - (1) For new watchstanders, apply yourself to training on the requirements of the watch using the Personnel Qualification Standards program.
 - (2) Report to your watchstation 30 minutes before assigned watch time.
 - (a) The first 15 minutes are used to receive information from the off-going watchstander.
 - (b) The watch is assumed 15 minutes before assigned watch time.
 - (3) Use customary Navy terminology when writing reports and talking to others.
 - (4) Answer the telephone using proper procedures. Most telephone systems are not secure; anyone could be listening. Therefore, do not discuss or "talk around" classified information.
 - (5) Take appropriate action for any emergency; e.g., fire, flooding, or bomb threat.
 - (6) Remain at your watchstation until relieved.
 - (7) Follow all legal orders.
- 3. Types of Orders
 - a. General orders
 - (1) Cover routine and foreseeable situations.
 - (2) Same for all watchstanders.
 - (3) Never change.
 - b. Special orders
 - (1) Cover a certain time or situation.
 - (2) Cover specifics of a particular post.
 - (3) May be written or verbal.
 - (a) written orders
 - 1 Remain in effect until canceled or changed.
 - 2 Are called "Standing Orders."

OUTLINE SHEET 1-18-1 (continued)

3 Are normally kept in a pass down log for each watchstation. Read the pass down log before assuming the watch.

(b) Verbal orders

1 Come from a higher authority; e.g., CDO, OOD, etc.

2 Usually cover a situation of very short duration.

4. Consequences of Improper Watchstanding

a. Improper watchstanding for any reason is inexcusable.

b. You will be held accountable for violations of any rule or regulation that governs your watch.

c. Improper watchstanding could result in:

(1) Non-judicial punishment under one of the following UCMJ Articles (or others):

(a) Art. 78--*Accessory after the fact*: Confinement for up to six years.

(b) Art. 92--*Failure to obey order or regulation*: Could result in a dishonorable discharge, forfeiture of all pay and allowances, and confinement for two years.

(c) Art. 107--*False official statement*: Could result in a dishonorable discharge, forfeiture of all pay and allowances, and confinement for five years.

(d) Art. 113--*Misbehavior of a sentinel or lookout*:

1 In wartime, could result in death.

2 In peacetime, could result in dishonorable discharge, forfeiture of all pay and allowance, and confinement for ten years.

(2) Reduced chance of advancement due to lower performance marks on your periodic evaluation.

(3) Disqualification from the watch, requiring more intense training and re-qualification.

(4) Counseling (formal or informal).

OUTLINE SHEET 1-18-1 (continued)

5. Purpose of the Official Watch Log
 - a. The Official Watch Log is a complete chronological log maintained to ensure an accurate permanent record of the command's activities.
 - b. Used to record every circumstance of importance or interest, which concerns the crew, and the operation and the safety of the ship or station.
 - c. Can be used as evidence before courts and other legal bodies.
6. Procedures For Making Log Entries
 - a. Log entries are entered with ballpoint pen in **black ink**.
 - b. Entries are made in capital block letters.
 - c. All entries must be complete and accurate, written in standard Navy language.
 - d. Procedures to correct errors.
 - (1) There are to be no erasures.
 - (2) Draw a single line through the mistake, horizontally, so that it remains legible.
 - (3) Initial the mistake.
 - (4) Continue the entry correctly
 - (5) The watchstander who signs the log is the only person authorized to make corrections, additions, or changes to the log.
 - e. Making a log entry for assuming/relieving the watch.
 - (1) The first line after the heading should relate to assuming the watch.
 - (2) Upon completion of the watch, the last line shall read "Properly relieved by" (oncoming watches name).
 - (a) Sign your name on the next line.
 - (b) Print your name under your signature.
 - f. Making late entries.
 - (1) There are times when events occur too quickly for the watchstander to make entries in the log.
 - (2) To insert the entry when there is time would cause the log to lose its chronological sequence.

OUTLINE SHEET 1-18-1 (continued)

(3) Steps for recording late entries:

- (a) In the left margin corresponding to where the entry should have been, place an asterisk (*).
- (b) Enter the "late entry" on the next available line and place another asterisk in the left margin.
- (c) Put the original time the event took place followed by the information.

g. Ending a page

- (1) Frequently, the end of a 24-hour day will not be at the bottom of a log page.
- (2) From the bottom right of the last line of information, draw a diagonal line to the lower left corner of the page.
- (3) Print on the diagonal line "NO FURTHER ENTRIES THIS PAGE" and initial the entry.

7. Duties and Responsibilities of Watches

a. Fire watch

- (1) A fire watch is stationed near workers that are welding or cutting through metal with a torch to detect and extinguish any fire that might ignite.
- (2) The watchstander must remain alert at all times and be prepared to sound the alarm and extinguish a fire.

b. Engineering watches

- (1) Engineering watchstanders operate and monitor readings on engineering machinery.
- (2) Watchstanders must remain alert for problems that could cause equipment failure, fire, or flooding.

c. Bridge watch team

- (1) A group of watchstanders that ensure underway safety, navigation, and communications, for example:
 - (a) Helmsman--Steers the ship.
 - (b) Lee helmsman--Controls the speed of the ship; i.e., the main propulsion engines
 - (c) Lookouts

OUTLINE SHEET 1-18-1 (continued)

- 1 Scan the sea and sky, and report significant objects and events as a supplement to radar. Radar cannot detect things such as smoke, flares, or people in the water.
 - 2 Verify the validity of radar contacts. Radar sometimes gives false readings.
 - 3 The number of lookouts posted will vary with the size and type of ship. There could be lookouts:
 - a Port and starboard on the bridge wing.
 - b Aft, as close to the ship's waterline as possible.
 - 4 A lookout watchstander should immediately report everything seen and heard to the Officer of the Deck (OOD) Do NOT delay to get a better look!
 - a Trash in the water could indicate a ship has passed.
 - b Discolored water may indicate the ship is entering a shoal (shallow water).
- (d) Sound-powered telephone talker--Maintains communication with other watchstanders, such as lookouts and engineering personnel.
- (e) Messenger--Delivers messages, answers telephones, and carries out other duties assigned by the Officer of the Deck.
- (2) The bridge watch team is responsible, via the OOD, to the Commanding Officer for the safety and operation of the ship.
- d. Quarterdeck watch team
- (1) A group of watchstanders that stand by to coordinate the ship's operation in port, for example:
 - (a) Officer of the Deck (OOD)--Responsible for the safety, security, and proper organization of the unit.
 - (b) Petty Officer of the Watch (POOW)
 - 1 Principle assistant to the OOD.
 - 2 Makes entries in the deck log as directed by the OOD.
 - (c) Messenger
 - (2) The quarterdeck watch team ensures the safety and security of the ship.

OUTLINE SHEET 1-18-1 (continued)

- e. Sounding and security watches and patrols
 - (1) Assigned to increase the physical security of the ship or station.
 - (2) Conducts inspections throughout the ship to check:
 - (a) For classified material stowage.
 - (b) For evidence of sabotage, theft, and fire hazards.
 - (c) Soundings (i.e., take liquid level readings) in tanks and spaces.
 - (3) Soundings and results of inspections are reported to the OOD and logged in the ship's deck log.
 - (4) Unusual conditions are reported to the OOD immediately.
- f. Barracks security watches and patrols
 - (1) This watch provides for:
 - (a) Protection against fire.
 - (b) The safety of personnel and material.
 - (2) The watch is responsible for:
 - (a) Knowing and carrying out the provisions of the fire bill, emergency bill, and barracks regulations.
 - (b) Maintaining good order and discipline
 - (c) Ensuring that unauthorized personnel do not enter the barracks.
 - (3) Barracks security is usually a roving watch.
- 8. Purpose of the Watch, Quarter, and Station Bill
 - a. Displays your duties for each emergency and watch condition, and your administrative and operational duties.
 - b. Lists divisional stations you will be assigned, such as:
 - (1) Cleaning station
 - (2) General Quarters (battle stations)
 - (3) Watch details
 - (4) Fire details
 - (5) Rescue and Assistance details

OUTLINE SHEET 1-18-1 (continued)

- (6) Abandon ship
- (7) Man overboard details
- c. You are responsible for checking the Watch, Quarter, and Station Bill daily:
 - (1) For changes in your assignment.
 - (2) To refresh your memory for assignments to seldom-used details.
- 9. Relationship Between the Navy Core Values and Watchstanding
 - a. Honor: Take responsibility of your watch station and your actions for maintaining a proper watch.
 - b. Courage: Have the courage to report violations even when it involves your shipmate or friend.
 - c. Commitment: Stand your watch with the highest degree of moral character, professional excellence, and competence.

D. Summary and Review

E. Application

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ASSIGNMENT SHEET 1-18-2

WATCHSTANDING

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 315, 316, 332 through 340, 358, 359, and 475

B. Study Questions

1. Most watch assignments last hours.
2. If you have a watch from 1600 to 2000, what time should you report on station?
3. What are the two types of orders?
 - a.
 - b.
4. What color ink should be used to make log entries?
5. (TRUE/FALSE) To correct an error in a watch log, completely erase the mistake.
6. When ending a page in an official watch log, what is written on a diagonal line?
7. When reporting for watch, what should an oncoming watchstander do for the first 15 minutes?
8. Improper watchstanding is punishable under articles of the
9. (TRUE/FALSE) The official watch log can be used as evidence by a court.
10. Who can make corrections to an official watch log?

ASSIGNMENT SHEET 1-18-3

WEAPONS TURNOVER INSPECTION

A. Study Assignment

None

B. Study Questions

1. Describe a 9mm pistol in condition 1.
2. What's the position of the slide in Condition 1?
3. Describe a 9mm pistol in condition 2.
4. Describe a 9mm pistol in condition 3.
5. What's the position of the slide in Condition 3?
6. Describe a 9mm pistol in condition 4.
7. What's the position of the slide in Condition 4?
8. What weapons condition has a round chambered?
9. What weapons condition does not apply to the 9mm pistol?
10. When do you take the weapon off safe?
11. Describe a "Clear and Safe" weapon.
12. What is a hangfire?
13. What is a misfire?
14. How many rounds can the 9mm pistol's magazine hold?

ASSIGNMENT SHEET 1-18-3 (continued)

15. What component is used to release the magazine from the pistol?
16. What two components are aligned to aim the pistol?
17. What component fires a round when squeezed?
18. What component automatically holds the slide to the rear after the last round is fired?
19. What component provides for proper placement of the hands on the pistol?
20. What component drops to fire the round when the trigger is squeezed?
21. What component ejects the empty cartridge after firing?
22. What component reloads a new round after firing?
23. What component is used to place the weapon on safe?
24. What component prevents the trigger from accidentally being squeezed?
25. What are the two sights on the 9mm pistol?
26. What is the maximum effective range of the 9mm pistol?
27. How much does the 9mm pistol weigh?
28. When is FPCON ALPHA set?
29. When is FPCON BRAVO set?
30. When is FPCON CHARLIE set?
31. When is FPCON DELTA set?

ASSIGNMENT SHEET 1-18-3 (continued)

32. What are the four FPCONS?
33. Under the Use of Force Continuum, how much force is authorized?
34. What is deadly force?
35. What three things are required for use of "Deadly Force"?
36. Name **one** circumstance when the use of deadly force is authorized:
37. Name **one** indicator of hostile intent:
38. When may excessive force be used?
39. Are warning shots authorized when considering deadly force?

JOB SHEET 8-09-1

DRESS AND WORKING UNIFORM WEAR

Tying the Neckerchief

(A Square Knot)



1. Place neckerchief around the neck (under the collar) with right end four fingers longer than left end.
2. Cross the long end over the short end at the shirt "V".



3. Draw the long end back, up, over and down to the left.
4. Cross the long end over the short.



5. Bring the long end back thru the formed loop.
6. Shape the knot as shown. The top of the knot is even with the bottom of the "V" and the ends are the same length. The open end of the "V", behind the knot, is worn to the left of the wearer.



JOB SHEET 8-14-1

PERSONNEL INSPECTION PROCEDURES

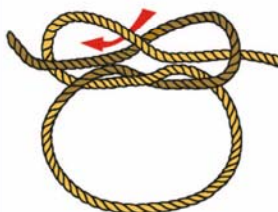
Knot Tying

Tying a Square Knot

Tie an overhead knot, left over right and under.



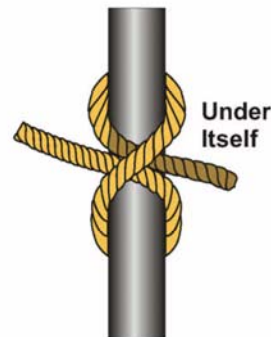
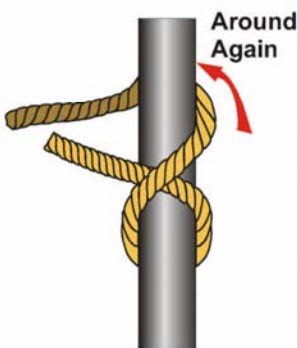
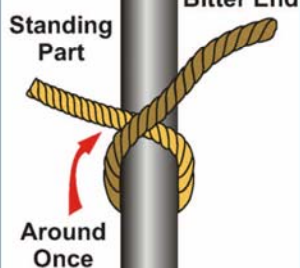
Then right over left and under.



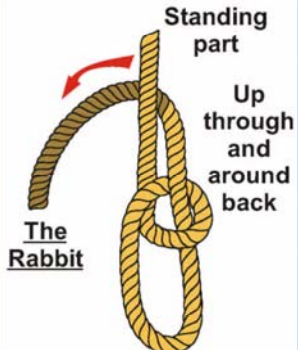
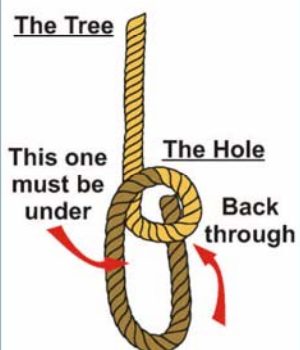
Pull tight.



Tying a Clove Hitch



Tying a Bowline (or the story of The Nervous Rabbit. There is a rabbit hole under a tree, the rabbit jumps out of the hole, runs around the tree and jumps back into hole. The End.)



OUTLINE SHEET 1-20-1

SURVIVAL AT SEA

A. Introduction

This lesson discusses abandoning ship procedures, and how to use buoyant objects and personal flotation devices. The knowledge gained in this lesson could save your life

B. Enabling Objective(s):

- 24.1 Explain the Navy Operational Risk Management (ORM) program.
- 19.1 Perform the procedures for using personal flotation devices.
- 19.2 Given a training tank, elevated platform, abandon ship scenario, and necessary equipment, perform the procedures for abandon ship.
- 19.3 In a training tank, perform lifeboat survival procedures.
- 19.4 In a training tank, demonstrate proper lifeboat organization procedures.
- 22.9 Explain the relationship between teamwork and survival at sea.
- 23.19 Explain the relationship between the Navy Core Values and survival at sea.

C. Topic Outline

- 1. Introduction
- 2. Navy Operational Risk Management (ORM)
 - a. _____ is a process used by the Navy to minimize risks to an acceptable level when considering the goal of the mission; i.e., is accomplishing the mission worth the risks?
 - b. Used by Navy personnel of all levels to:
 - (1) Increase operational effectiveness by anticipating hazards.
 - (2) Reduce the potential for _____ by increasing the probability of success.
 - c. All personnel are responsible for reporting any _____, _____ mishaps, and hazardous conditions that are observed.
 - (1) _____
 - (a) Any unexpected event causing:
 - 1 Personal injury, occupational illness, or death.
 - 2 Material _____ or _____.
 - 3 An explosion, with or without damage.

OUTLINE SHEET 1-20-1 (continued)

- (2) Near mishap--An act or event in which injury or damage was _____ by mere chance.
 - (3) Hazardous condition--A workplace condition that _____ result in a mishap.
 - d. During this laboratory, students must:
 - (1) Be alert for hazards.
 - (2) Determine the risk posed by any hazard.
 - (3) If you determine the risk is significant, call a Training Time Out.
- 3. Procedures for Using Personnel Flotation Devices
 - a. Inherently buoyant life preserver
 - (1) "Inherently buoyant" means the life preserver floats _____ being inflated.
 - (2) Commonly referred to as a "_____" life preserver.
 - (3) Ensure whistle, personal marker light, and sea dye marker are on the life preserver.
 - (4) Donning the kapok life preserver
 - b. _____-_____ type (CO₂ inflatable) life preserver
 - (1) Commonly referred to as an LPP-1.
 - (2) It's carried in a pouch container and held around the waist on an adjustable web belt.
 - (3) It is equipped with a _____ and wooden toggle for attaching to a _____ or another survivor.
 - (4) Inflate only _____ water entry. This will enable you to swim underwater and clear of danger, if needed.
 - (5) Donning the CO₂ inflatable life preserver
- 4. Procedures for Abandoning Ship
 - a. If the Commanding Officer gives an order to prepare to abandon ship:
 - (1) Be in _____ or as fully clothed as possible.

OUTLINE SHEET 1-20-1 (continued)

- (2) _____ at your abandon ship station.
 - (a) Your abandon ship station is noted on the watch, quarter, and station bill.
 - (b) Learn several routes to your abandon ship station. This will prevent you from being _____ inside a sinking ship in case a route is blocked or flooded.
- (3) Don life preserver and assist in rigging lines, ladders, and abandon ship equipment.
- b. If the Commanding Officer gives an order to abandon ship:
 - (1) If wind is present, leave the ship from the _____ side, (into the wind) to prevent the ship and hazardous debris from drifting into you.
 - (2) Ideally, leave from whichever side of the ship is _____ in the water; but, if the propellers are turning, leave from the bow.
 - (3) If possible, _____ down.
 - (4) NEVER _____. If you must jump, do so feet first as close to the water as possible.
 - (a) Cover nose and mouth with one hand.
 - (b) Place your free arm across your chest and firmly grasp your triceps.
 - (c) Place both feet on the edge of the ship; take one step forward; while falling, cross your legs.
 - (5) Swim clear of:
 - (a) The ship (at least 150 to 200 yards). When the ship goes down, it may create a strong _____ effect and draw you under.
 - (b) Fuel/oil.
 - (c) _____.
 - (d) _____.
 - (6) When clear of the ship and all hazards:
 - (a) _____ your life preserver or _____.
 - (b) Try to stay in a group by joining life preservers together using the toggle line attached to the waist belt.

OUTLINE SHEET 1-20-1 (continued)

(c) Stay calm.

5. Lifeboat Survival Procedures

- a. The MK-6 inflatable lifeboat has a _____-person maximum capacity inside.
- b. Aboard ship, lifeboats are stored inside capsules.
- c. Lifeboats are inflated:
 - (1) By various methods, from aboard ship.
 - (2) _____, when submerged.
- d. Once the lifeboat is inflated and on the surface, move to the raft as a unit and board.
- e. Use contents of the equipment containers as needed.
 - (1) _____
 - (2) Bottled water
 - (3) Emergency water purifier
 - (4) First aid kit
 - (5) _____ (day/night flares)
 - (6) Pocketknife
 - (7) Fishing kit
 - (8) _____
 - (9) Oars
- f. Never discard any article that will _____ water.

6. Lifeboat Organization Procedures

- a. Establish a chain of command.
- b. The senior-most, capable person in the lifeboat will take _____ and direct or _____ the following:
 - (1) Look out responsibilities.
 - (2) Food and water rationing.
 - (3) _____ training.

OUTLINE SHEET 1-20-1 (continued)

- (4) Lifeboat survival procedures.--If there are more personnel than the maximum capacity of the lifeboat, personnel are _____ in and out of the water, except for _____ personnel who remain in the lifeboat.
 - (5) Responsibility for good _____ and _____.
 - (6) Other duties and tasks as needed.
- 7. Relationship Between Teamwork and Survival at Sea--If involved in abandoning ship, all hands must work together to increase the chances of survival.
 - a. When making preparations to abandon ship, assist in rigging abandon ship equipment.
 - b. When in the water, assist others in reaching and boarding the lifeboat.
 - c. When in the lifeboat:
 - (1) Assist others who are sick or injured.
 - (2) Share food, water, and equipment with shipmates.
- 8. Relationship Between the Navy Core Values and Survival at Sea
 - a. Honor--There is no Honor in sinking with the ship.
 - b. To survive at sea, personnel must display Courage. Personnel may have to deal with:
 - (1) Hypothermia
 - (2) Sharks
 - (3) Death of shipmates
 - (4) Isolation
 - c. Commitment--Be Committed to:
 - (1) Following survival procedures.
 - (2) Helping and supporting shipmates.
 - (3) Learning knowledge and skills from this lesson; your LIFE could depend on it.
- 9. Summary and Review
- 10. Application

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ASSIGNMENT SHEET 1-20-2

SURVIVAL AT SEA

A. Study Assignment

None

B. Study Questions

1. ORM is a process used by the Navy to minimize risk to an acceptable level when considering the goal of the mission; i.e., is accomplishing the worth the?
2. The term "....." means the life preserver floats without being inflated.
3. The Abandon-ship type (CO₂ inflatable) is commonly referred to as
4. Inflation of the Abandon-ship type life preserver only after water entry, this will enable you to swim and, if needed.
5. Your abandon ship station is noted on the,, and
6. Ideally, leave from whichever side of the ship is higher in the water; but, if the propellers are turning,
7. Swim clear of the ship, at least when the ship goes down, it may create a strong whirlpool effect and draw you under.
8. The MK-6 inflatable lifeboat has a capacity inside.
9. Life boat organization procedures, the senior most, in the lifeboat will take charge and direct or assign duties or responsibilities.
10. To survive at sea, personnel must display Courage, personnel will have to deal with, Sharks, Death of shipmates, isolation.

OUTLINE SHEET 5-01-1

FIRST AID TRAINING

A. Introduction

A more serious injury or death can result when a well-intentioned person with no medical training tries to help an injury victim.

B. Enabling Objective(s):

- 36.1 Identify the definition of the term "first aid."
- 36.2 Explain the purposes and objectives of first aid.
- 36.3 Identify the general rules of first aid.
- 36.4 Explain the procedures for performing the three primary tasks of first aid.
- 36.5 Perform the procedures for clearing an obstruction from a conscious victim's airway using an abdominal thrust and a Job Sheet.
- 36.6 Perform the procedures for controlling bleeding on a victim with simulated injuries while using a Job Sheet.
- 36.7 Identify the characteristics and proper treatment of skin wounds.
- 36.8 Identify the characteristics and proper treatment of injuries to the bone and muscles.
- 36.9 Classify the types of burns and scalds by their degree of severity.
- 36.10 Explain the proper treatment for burns and scalds.
- 36.11 Identify the characteristics and proper treatment of heat/chill condition injuries.
- 36.12 Identify the definition of cardiopulmonary resuscitation (CPR) and the importance of receiving training.
- 23.27 Explain the relationship between the Navy Core Values and performing first aid.
- 22.11 Identify the importance of teamwork when performing first aid.

C. Topic Outline

- 1. Introduction
- 2. Definition of First Aid
 - a. First aid is emergency care of the sick or injured.
 - b. Provides only temporary assistance or treatment until medical help is available.

OUTLINE SHEET 5-01-1 (continued)

3. Purposes and Objectives of First Aid
 - a. Purposes of First Aid
 - (1) Save life.
 - (2) Prevent further injury. When assisting an injured person, you must know what to do and what not to do.
 - (3) Prevent or minimize infection.
 - b. Primary objectives are to maintain:
 - (1) airway
 - (2) breathing
 - (3) circulation
4. General Rules of First Aid--Specific injuries requiring first aid vary; but, in most cases, the general rules apply.
 - a. Remain calm.
 - b. Examine the entire body.
 - (1) Remove only enough clothing to determine the extent of the injury.
 - (2) Ensure the person does NOT become chilled.
 - c. Shout "help" and send for medical help immediately.
 - d. Be confident and reassuring. It is important to keep the patient as calm as possible.
 - e. Keep the victim lying down. The head should be level with body lying down when the victim:
 - (1) Is vomiting or bleeding about the mouth. Turn head to side to prevent aspiration (the inhalation of blood, vomit, or water into the lungs).
 - (2) Has shortness of breath. Place in sitting or semi-sitting position to make breathing easier.
 - (3) Is suffering from shock. Place on back with feet elevated higher than the heart to maintain Blood volume/pressure to the heart.
 - f. Prevent further injury by not moving the victim unless necessary.
 - g. Do NOT allow the patient to see the injury. This could increase shock.

OUTLINE SHEET 5-01-1 (continued)

- h. Do NOT touch open wounds or burns with fingers or objects, unless necessary; e.g., to stop severe bleeding.
 - i. Do NOT give an unconscious person anything by mouth to prevent choking or aspiration.
 - j. Use extreme care and caution when treating a suspected fracture.
 - (1) Immobilize broken or suspected broken bones before moving the victim.
 - (2) Do NOT attempt to set fractures (broken bones); this may cause further injury.
 - k. Transport the victim with feet first down ladders and head first up ladders. The person at the head observes the victim's breathing. Victim's can be transported on the following stretchers:
 - (1) Stokes stretcher--Used to transfer victims from boats or ships.
 - (2) Miller board--Used to vertically move victims.
 - (3) Spine board used to immobilize victims with possible spinal injury.
 - (4) Army litter--Used for transporting battle casualties.
 - l. Keep the victim comfortably warm to alleviate or reduce shock.
5. Procedures for Performing the Three Primary Tasks of First Aid
- a. Three tasks
 - (1) Maintain breathing
 - (2) Stop bleeding
 - (3) Prevent or reduce shock
 - b. Maintain breathing (for choking victim)
 - (1) Conscious victim
 - (a) Symptoms
 - 1 Person will clutch their throat. This is the universal distress signal.
 - 2 With total airway obstruction, the victim cannot speak, cough, or breathe.

OUTLINE SHEET 5-01-1 (continued)

- 3 With partial airway obstruction, the victim might be having difficulties breathing or speaking.

(b) Treatment

- 1 Ask the victim, "Are you choking?" and "Are you pregnant?"; then tell them you can help.
- 2 Perform Heimlich maneuver, if necessary.
 - a Stand behind the person; place a foot between the victim's feet for control in case the victim becomes unconscious.
 - b Wrap arms around person's waist.
 - c Make a fist, place thumb side against the abdomen and slightly above the navel.
 - d Grasp the fist with other hand.
 - e Press fist into the person's abdomen with an inward and upward thrust.
- 3 If the victim is pregnant or obese, perform a chest thrust.
 - a To prevent injury to chest, check for charms or medallions before administering.
 - b Performed same as abdominal thrust with the following exceptions:
 - > Arms are brought through the person's armpit just under the breast.
 - > Thrust is quick backwards press.
- 4 Repeat the Heimlich maneuver or chest thrust until the obstruction is clear.

(c) Job Sheet

(2) Unconscious victim (treatment)

- (a) Place victim on his/her back.
- (b) Open victim's mouth.
- (c) Perform finger sweep.
 - 1 Grasp tongue and lower jaw between your thumb and fingers.
 - 2 Lift jaw.

OUTLINE SHEET 5-01-1 (continued)

- 3 To dislodge any foreign object, use a hooking motion with your index finger from the base of the victim's tongue along the inside of the cheek.
- (d) Open the victim's airway.
- 1 Place your hand on victim's forehead.
 - 2 Place fingers of your other hand under the bony part of victim's chin. (Do not put pressure under chin).
 - 3 Tilt victim's head and lift jaw (do not close their mouth).
 - 4 Place ear over victim's mouth and nose.
 - 5 Look at the chest; listen and feel for breathing for 3-5 seconds.
- (e) If the victim is not breathing, say, "Not breathing" so someone will get help, then give breaths.
- 1 Pinch nose.
 - 2 Open your mouth.
 - 3 Take a deep breath.
 - 4 Make an airtight seal around the victim's mouth.
 - 5 Give 2 full breaths, each lasting 1-1½ seconds. (Pause between each breath.)
- (f) If unsuccessful, perform abdominal thrusts.
- 1 Straddle victim's thighs.
 - 2 Place heel of one hand slightly above the navel and below tip of breastbone.
 - 3 Place the other hand directly on top (interlock fingers) and push into person's abdomen with quick upward thrusts 6 to 10 times.
 - 4 Continue sequence until person breathes, you are exhausted, another trained individual relieves you, or medical assistance arrives.

OUTLINE SHEET 5-01-1 (continued)

- (3) Self-help--If you are alone and the victim of an airway obstruction, perform one of the following steps:
 - (a) Using your own fist, perform the abdominal thrust maneuver.
 - (b) Use the back of a chair (with a rounded edge) or similar structure to exert abdominal pressure.
- c. Stop bleeding
 - (1) Definition: Bleeding is any break in the wall of one or more vessels. May be internal or external.
 - (2) Types of bleeding
 - (a) Arterial: Bleeding from an artery, Blood is bright red in appearance and spurts from the wound.
 - (b) Venous: Bleeding from the veins. Blood is dark red or maroon in appearance and flows steadily from the wound.
 - (c) Capillary: Bleeding from capillaries. The blood is bright red/maroon and oozes from the wound.
 - (3) Methods for controlling bleeding
 - (a) Application pressure: Application of pressure directly on the wound.
 - 1 Place a dressing firmly over the wound.
 - 2 If bleeding does not stop, secure another dressing over the first.
 - 3 If possible, use sterile or clean dressings; but if not available, improvise with clean clothing or other materials.
 - 4 After the dressing has been applied, use the heel of your hand to apply pressure directly on top of the wound.
 - (b) Elevation: Elevate or raise the injured area above the level of the heart.
 - 1 Used with direct pressure.
 - 2 Do NOT elevate a limb if a fracture is suspected.
 - 3 Use a stable object to maintain elevation.

OUTLINE SHEET 5-01-1 (continued)

- (c) Pressure points (indirect pressure): Application of pressure where a main artery lies near the skin surface and over a bone or firm tissue.
 - 1 Use the pressure point nearest the wound.
 - 2 The compress is to compress the artery against the underlying firm surface, thus slowing the flow of the blood to the wound.
 - 3 Used in conjunction with direct pressure and elevation to control bleeding without having to use a tourniquet.
 - 4 Pressure points in the arms and the groin are used most often.
- (d) Tourniquet: Used ONLY as a last resort for severe, life-threatening bleeding that cannot be controlled by any OTHER method.
 - 1 A tourniquet is dangerous; its application may cause tissue injury or loss of the injured limb.
 - 2 Used only in cases of partial or complete severing of arms, legs, or when bleeding is uncontrollable.

d. Prevent or reduce shock

- (1) Shock is a condition in which blood circulation is seriously disturbed; results in a lack of oxygen to the body. All injuries are accompanied by some degree of shock.
- (2) Symptoms
 - (a) Eyes: Vacant, lackluster (dull), pupils dilated (large).
 - (b) Breathing: Shallow, irregular, and rapid.
 - (c) Skin: Pale, cold, and moist.
 - (d) Pulse: Usually rapid but may be weak.
 - (e) May complain of nausea, vomiting, headache, dizziness, weakness, and anxiety.
- (3) Treatment
 - (a) Monitor the airway, breathing, and circulation.
 - (b) Control bleeding as soon as possible.

OUTLINE SHEET 5-01-1 (continued)

- (c) Keep person lying down with legs elevated 6 to 12 inches. Do NOT elevate legs if you suspect:
 - 1 Head or spinal injuries.
 - 2 An injured hip or leg.
- (d) If vomiting, place person on side.
- (e) Keep person warm; maintain warm body temperature.
- (f) If the person has difficulty breathing, help into a sitting or semi-sitting position.
- (g) Do NOT give anything by mouth.
- (h) Reassure the person.
- (i) Seek medical assistance as soon as possible.

6. Characteristics and Proper Treatment of Skin Wounds

a. Types

- (1) Incision: Margins are smooth with little damage to surrounding skin. Caused by a sharp cutting instrument such as a knife, razor, or broken glass.
- (2) Laceration: Skin is torn rather than cut. Caused by blunt force such as a tire iron or baseball bat.
- (3) Puncture: Skin is pierced by a pointed object, such as a bullet, nail, or knife.
- (4) Abrasion: Skin is rubbed or scraped off.
- (5) Avulsion: Skin is torn loose or left hanging as a flap. Caused by an accident involving machinery such as lawn mowers and power tools.

b. Treatment--If the wound is fresh:

- (1) Stop the flow of blood.
- (2) Treat for shock.
- (3) Reduce the risk of infection by using clean or sterile dressings.

7. Characteristics and Proper Treatment of Injuries to the Bone and Muscles

a. Fractures

- (1) Two major types

OUTLINE SHEET 5-01-1 (continued)

- (a) Open: Bone is protruding through the skin.
 - (b) Closed: Bone is NOT protruding through the skin.
 - (2) Symptoms
 - (a) Pain and tenderness in the area of the injury.
 - (b) Loss of movement.
 - (c) Discoloration and swelling.
 - (d) Possible deformity.
 - (e) Protruding bone, if an open fracture.
 - (3) Treatment
 - (a) Maintain open airway and control bleeding.
 - (b) Prevent or minimize shock.
 - (c) Immobilize injured part. Splint using rolled newspaper, magazines, or wood. Never attempt to straighten fracture.
 - (d) Obtain professional medical assistance as soon as possible.
 - b. Strain: Stretched or torn muscle.
 - c. Sprain: Stretched or torn ligaments and/or tendons. (Ligaments and tendons connect bones, muscles, and organs in the human body.)
 - d. Dislocation: Bone is forcibly displaced from its joint.
8. Types and Proper Treatment of Burns and Scalds
- a. Burns and scalds are caused by exposure to intense heat.
 - (1) Dry heat is a burn.
 - (2) Moist heat is a scald.
 - b. Burns are classified according to their depth as first, second, or third degree.
 - (1) First-degree: Minor redness, mild pain and swelling, increased warmth.

OUTLINE SHEET 5-01-1 (continued)

- (2) Second-degree: Skin is red, mottled (different colors), and blisters. Swelling occurs as time passes. The burn is moist due to loss of fluids through the damaged skin. Victim suffers severe pain.
- (3) Third-degree: destruction of nerve endings. May appear charred or white. Severe pain at burn edges but not at burn site.

c. Treatment

- (1) Treatment is the same for burns and scalds.
- (2) Examine for and relieve any respiratory distress. (Always anticipate this when there are burns to the face.)
- (3) Remove jewelry from the victim except, when because of the injury, it is not possible.
- (4) To relieve pain initially, apply cold compresses to the affected area or submerge in cold water.
- (5) To prevent complications, do NOT:
 - (a) Attempt to remove charred skin or clothing.
 - (b) Break blisters.
- (6) NEVER apply greasy substances or ointments.
- (7) Cover burned area with a sterile dressing.
- (8) Treat for shock.
- (9) If the victim's hands, feet, or legs are affected, elevate the limb higher than the heart.
- (10) Transport to the nearest medical facility.

9. Characteristics and Proper Treatment of Heat Injuries

a. Heat cramps

- (1) Causes
 - (a) Working or exercising in a hot environment.
 - (b) Loss of large amounts of salt due to heavy sweating.

OUTLINE SHEET 5-01-1 (continued)

- (2) Symptoms
 - (a) Muscle pain and spasm due to exertion involving abdominal or leg muscles.
 - (b) Hot, sweaty skin and normal body temperature.
- (3) Treatment
 - (a) Move person to cool area.
 - (b) Give victim one-half a glass of cool water every 15 minutes.
 - (c) Moist towels to forehead.
 - (d) Massage cramping muscles.
 - (e) Transport person to nearest medical facility as soon as possible.
- b. Heat exhaustion
 - (1) Causes
 - (a) Working or exercising in a hot environment.
 - (b) The body loses large amounts of salt and fluids.
 - (c) Heat cramps could lead to heat exhaustion.
 - (2) Symptoms
 - (a) Nausea, headache, or dizziness.
 - (b) Heavy sweating.
 - (c) Cool, pale, and moist skin.
 - (d) Normal or below normal body temperature.
 - (e) Possible cramps or muscle aches due to loss of salt.
 - (f) Pupils dilated.
 - (3) Treatment
 - (a) Move person to cool area.
 - (b) Loosen clothing.
 - (c) Apply wet cloths to head, armpits, and ankles.
 - (d) Do not allow person to become chilled.

OUTLINE SHEET 5-01-1 (continued)

- (e) Transport person to the nearest medical facility as soon as possible.
 - c. Heat stroke
 - (1) Causes
 - (a) Working or exercising in a hot environment.
 - (b) A breakdown of the body's sweating mechanism.
 - (2) Symptoms
 - (a) Body temperature 105 degrees Fahrenheit (41 degrees centigrade) or higher.
 - (b) Small perspiration.
 - (c) Skin is hot, dry, reddish, and flushed.
 - (d) Very dilated pupils (constricted).
 - (e) Mental confusion and anxiety.
 - (f) Convulsions and sudden collapse.
 - (3) Treatment
 - (a) Life threatening; requires prompt action. The brain, kidney, and liver may be damaged due to the failure of the body's heat regulating mechanism.
 - (b) Move person to shade or cooler area.
 - (c) Reduce body temperature by removing as much clothing as possible.
 - (d) Sponge person with cold wet towels and fan person to promote evaporation. Never apply ice directly to the skin. This may cause frostbite.
 - (e) If victim can drink, give him/her one-half a glass of cool water every 15 minutes.
 - (f) Treat for shock.
 - (g) Transport to nearest medical facility as soon as possible.
- 10. Characteristics and Proper Treatment of Chill Condition Injuries
 - a. Freezing injuries are characterized by the formation of ice crystals in the skin.
 - b. Freezing injuries include:

OUTLINE SHEET 5-01-1 (continued)

(1) Superficial frostbite

(a) Characteristics: Freezing of the top layers of skin.

(b) Symptoms

1 Skin reddening, pain, and uncomfortable coldness.

2 Skin color changes to white or bluish white.

3 Area becomes numb and feels cold and hard.

4 Skin and tissue WILL move over bony ridges.

(c) Treatment

1 Move the victim to a sheltered area.

2 Rewarm hands and feet by placing them directly against a warm body.

3 Rewarm the affected areas by warm water immersion as soon as safe and possible.

4 Frostbitten areas should NEVER be massaged or covered with any salves.

(2) Deep frostbite

(a) Characteristics: Freezing of the deep layers of tissue.

(b) Symptoms: Same as superficial frostbite except the skin will not move over bony ridges.

(c) Treatment

1 Do NOT attempt to thaw if there is a possibility that the area will freeze again.

2 Severe exposure cases may require cardiopulmonary resuscitation before the frozen area can be treated.

3 When adequate facilities and personnel are available:

a Make the victim a litter case. The individual must be secured on a stretcher from the place of the emergency to a medical facility as soon as possible.

OUTLINE SHEET 5-01-1 (continued)

- b Rapidly rewarm using warm water immersion at temperatures from 100° to 106° Fahrenheit.
- c During rewarming, watch the victim closely for cardio respiratory failure.
- d After the area has been thawed, keep it dry and warm.
- e Protect areas between the fingers and toes from contact pressure.

11. Importance of Cardiopulmonary Resuscitation (CPR) Training

- a. CPR is a first aid procedure that consists of external heart compression and artificial ventilation for a victim that is in cardiac and respiratory arrest; i.e., the victim's heart and breathing have stopped.
- b. The external compression of the heart provides blood circulation to the organs and tissues of the body.
- c. Victims having life-threatening accidents depend on others to save their lives. The following conditions may cause respiratory and cardiac arrest:
 - (1) Heart attacks
 - (2) Electrical shock
 - (3) Drowning and suffocation
 - (4) Gas poisoning
 - (5) Overdose of drugs and/or alcohol
- d. This lesson will not qualify you to perform CPR. NEVER attempt CPR procedures unless you have received proper training.
- e. If you are NOT CPR qualified, the victim could:
 - (1) Die due to the lack of qualified medical assistance.
 - (2) Suffer more injury due to incorrect procedures being performed.
- f. To learn CPR, take an approved course from a qualified instructor.

OUTLINE SHEET 5-01-1 (continued)

12. Relationship Between the Navy Core Values and Performing First Aid
 - Q.1. How is Honor related to performing first aid?
 - Q.2. How is Courage related to performing first aid?
 - Q.3. How is Commitment related to performing first aid?
13. Importance of Working as a Team When Performing First Aid--When performing first aid, it is vital that teamwork be used; for example:
 - a. Upon finding an injury victim, one person should get the needed items from the first aid kit or go for medical help; another person should assist the victim.
 - b. When transporting the victim on a stretcher, everyone must work together to follow proper procedures; i.e.:
 - (1) Ensure the victim is properly secured to the stretcher.
 - (2) Transport the victim feet first down ladders and head first up ladders.
 - (3) The person at the head observes the victim's breathing.
14. Summary and Review

[illegible]

ASSIGNMENT SHEET 5-01-2

FIRST AID TRAINING

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 527 through 538

B. Study Questions

1. The term "first aid" is defined as the emergency care of the
2. What are the three purposes of first aid?
 - a.
 - b.
 - c.
3. What are the three primary tasks of first aid?
 - a.
 - b.
 - c.
4. One of the general rules of first aid states, the victim's head should be level with the body, except when vomiting or about the mouth.
5. When a victim is experiencing shortness of breath, place them in a/an position.
6. Do NOT give an unconscious person anything by mouth to prevent
7. When treating a victim with suspected broken bones, do NOT attempt to the fracture.
8. What should you do if someone gives the universal distress signal?
9. When administering abdominal thrusts to a victim, press your fist into the person's abdomen with quick inward and thrusts.

ASSIGNMENT SHEET 5-01-2 (continued)

10. Approximately how many abdominal thrusts should be administered to a choking victim?
11. What should you do if you are alone and begin to choke?
12. What first aid-related term is defined by the words, "the application of pressure directly on a wound"?
13. An area of the body where an artery is near the skin surface and over a bone is called a/an point.
14. What device is used as a last resort to stop life-threatening bleeding?
15. When treating for shock, place the victim on his/her back with the elevated higher than the heart.
16. What are the two major types of fractures?
 - a.
 - b.
17. What are the symptoms of a first-degree burn?
18. For a second-degree burn, the skin is red, blistered, and
19. Nerve endings are destroyed in degree burns.
20. To initially relieve pain for first and second-degree burns, apply cold to the affected area.
21. When administering first aid to a burn victim, NEVER break on the skin.
22. A victim with hot, dry, and flushed skin who is NOT sweating is suffering from heat
23. Heat cramps are caused by exertion of abdominal or muscles.
24. Dizziness, headache, heavy sweating, cramps, and dilated pupils are symptoms of heat

ASSIGNMENT SHEET 5-01-2 (continued)

25. Performing CPR artificially sustains which two bodily functions?
 - a.
 - b.
26. What are two possible unfavorable results of an unqualified person performing Cardiopulmonary Resuscitation?
 - a.
 - b.
27. What are the characteristics of an abrasion?
28. When the skin is pierced by a pointed object, it is a/an wound.
29. Explain how personnel can work as a team to transport a victim on a stretcher.

OUTLINE SHEET 1-06-1

U.S. NAVY SHIPS AND AIRCRAFT

A. Introduction

During your Navy career, you will encounter many different types of aircraft. The Navy has more aircraft than any branch of the armed forces. This lesson is an orientation of the major types of Navy aircraft.

B. Enabling Objective(s):

- 8.1 Identify the categories of U.S. Navy ships.
- 8.2 Classify ships by their missions and characteristics.
- 9.1 Identify types of U.S. Navy aircraft.
- 9.2 Classify aircraft by their missions and characteristics.
- 23.6 Explain the relationship between the Navy Core Values, and identifying U.S. Navy ships and aircraft, their missions and their characteristics.

C. Topic Outline

- 1. Introduction
- 2. Categories of U.S. Navy Ships
 - a. Surface combatants
 - b. Submarines
 - c. Auxiliaries
- 3. Surface Combatant Ships
 - a. Mission--Varies with the type of combatant ship. The Naval Reserve forces also completely and independently maintain and operate many surface combatant ships. Their missions are the same as their active duty counterpart.
 - b. Types
 - (1) Aircraft carriers
 - (a) Mission--Carry, launch, and retrieve aircraft at sea.
 - (b) CVN-- Nuclear-powered

OUTLINE SHEET 1-06-1 (continued)

- (2) Cruisers (CG)--Mission is to:
 - (a) Protect battle groups from surface and air attacks.
 - (b) Conduct land attacks.
 - (G--Designates guided missiles)
- (3) Destroyers (DDG)--Mission is to:
 - (a) Detect and engage enemy submarines, aircraft, and surface ships.
 - (b) Conduct land attacks.
 - (c) Perform patrol, search, and rescue operations.
- (4) Frigates (FFG)--Mission is to:
 - (a) Escort other ships to protect them from submarines.
 - (b) Perform patrols.
- (5) Littoral Combat (LCS)--Mission is to:
 - (a) Perform anti-submarine Escort other ships to protect them from submarines.
 - (b) Perform costal patrols.
- (6) Mine warfare ships
 - (a) Mission--Clear mines from vital waterways.
 - (b) Types
 - 1 Mine-countermeasures ships (MCM)--Find and destroy moored and bottom mines.
 - 2 Coastal mine hunters (MHC)--Detect and locate highly sophisticated mines.
- (7) Amphibious ships
 - (a) Mission--Land large numbers of personnel, equipment, and supplies on enemy shores.
 - (b) Types
 - 1 General Purpose Amphibious assault ships (LHA)--Transport and land marine personnel using helicopters, landing craft, and amphibious vehicles.
 - 2 Amphibious assault ships, multipurpose (LHD)

OUTLINE SHEET 1-06-1 (continued)

- a Transport and land marine personnel and their equipment using helicopters, landing craft, and amphibious vehicles.
 - b Perform antisubmarine warfare using helicopters.
 - 3 Amphibious transport docks (LPD)--Transport and land personnel and equipment using helicopter and landing craft.
 - 4 Dock landing ships (LSD)--Transport and land:
 - a Troops
 - b Cargo
 - c Amphibious vehicles
 - d Landing craft-- including landing craft air cushion (LCAC)
- 4. Submarines
 - a. Mission--Varies with the type of submarine.
 - b. Types
 - (1) Attack submarines (SSN)
 - (a) Locate and destroy enemy ships and submarines.
 - (b) Conduct land attacks.
 - (2) Ballistic missile submarines (SSBN)--Launch ballistic missiles for attacks on enemy land targets.
 - (3) Guided missile submarines (SSGN)
 - (a) Locate and destroy enemy ships and submarines.
 - (b) Launch guided missiles for attacks on enemy land targets.
- 5. Auxiliary Ships and Military Sealift (US Naval Ships (USNS))
 - a. Mission--Provide support services for the fleet.
 - b. Types
 - (1) Submarine tenders (AS)--Service submarines.
 - (2) Fast combat support ships (T-AOE, T-AKE)--Carry fuel, ammunition, and supplies.

OUTLINE SHEET 1-06-1 (continued)

- (3) Salvage ships (T-ARS)--Assist ships in distress and salvage sunken vessels by:
 - (a) Towing Vessels.
 - (b) Performing manned diving operations.

6. Types of U.S. Navy Aircraft

- a. Fighter - Attack
- b. Submarine patrol
- c. Antisubmarine
- d. Transport
- e. Special electronics/reconnaissance
- f. Helicopters

NOTE: Naval Air Reserve squadrons also maintain and operate many different types of aircraft. Their missions are the same as their active duty counterpart.

7. Fighter - Attack (A)

- a. Missions
 - (1) Intercept, attack and destroy enemy targets ashore and at sea and destroy enemy aircraft and incoming missiles.
 - (2) Defend ships and ground forces.
 - (3) Escort attack aircraft during missions into enemy territory.
- b. Types of fighter - attack aircraft--
 - (1) F/A-18 *Hornet*
 - (a) By changing external equipment, can serve as either a fighter or attack aircraft; i.e., carry bombs.
 - (b) Aerial refueling can extend the *Hornet's* range.
 - (2) AV-8B *Harrier*
 - (a) By changing external equipment, can serve as either a fighter or attack aircraft; i.e., carry bombs.

8. Fighter (F)

OUTLINE SHEET 1-06-1 (continued)

- a. Types of fighter aircraft
- 9. Submarine Patrol (P)
 - a. Mission is to locate and destroy enemy submarines.
 - b. Types of land based submarine patrol aircraft: P-3 *Orion*
- 10. Transport (C)
 - a. Missions include:
 - (1) Transporting personnel and cargo. (The "C" stands for "Cargo.")
 - (2) Aerial refueling of aircraft. (Transport aircraft used for refueling are designated "KC.")
 - b. Types of transport aircraft
 - (1) C-9B *Skytrain*--Navy version of civilian passenger airliner.
 - (2) C-130 *Hercules*--One of the most versatile tactical-transport aircraft ever built.
 - (3) KC-130--refuels aircraft in flight.
 - (4) C-2A *Greyhound*--Normally used for carrier onboard delivery (COD); i.e., transporting supplies and personnel from land to aircraft carriers.
- 11. Special Electronics (E) /reconnaissance
 - a. Mission varies with type of aircraft.
 - b. Types of special electronics aircraft
 - (1) E-2C *Hawkeye*--Mission is to use radar for early warning of approaching enemy:
 - (a) Aircraft
 - (b) Missiles
 - (c) Ships
 - (d) Submarines
 - (2) EA-6B *Prowler*--Mission is to:
 - (a) Jam enemy radar signals.
 - (b) Destroy enemy radars.

OUTLINE SHEET 1-06-1 (continued)

12. Helicopter (H)
 - a. Mission varies with type of helicopter.
 - b. Types of helicopters
 - (1) CH-46 *Sea Knight*--Mission is to carry personnel and cargo to ships at sea using vertical replenishment (VERTREP).
 - (2) SH-60 *Seahawk*--Missions include:
 - (a) antisubmarine warfare
 - (b) Search and Rescue (SAR)
 - (3) MH-53E *Sea Dragon*--Mission is to detect and neutralize submerged naval mines.
13. Relationship between the Navy Core Values and Identifying U.S. Navy Ships and Aircraft, and their Missions

Commitment--Be committed to:

 - a. Being able to identify U.S. Navy aircraft and ships by type.
 - b. Learning information about each type of aircraft and ship.
14. Summary and Review
15. Application

U.S. NAVY SHIPS AND AIRCRAFT

This image shows a full page of a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing. There are no margins, text, or other markings on the paper.

ASSIGNMENT SHEET 1-06-2

U.S. NAVY SHIPS AND AIRCRAFT

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 250 through 277

B. Study Questions

1. What are the three categories of U.S. Navy ships?
 - a.
 - b.
 - c.
2. What do the letters "N" and "G" stand for when used with ship designators?
 - a. N.
 - b. G.
3. What type of submarine is designated by SSGN?
4. What is the mission of an SSBN?
5. What is the primary mission of an attack submarine?
6. What are the two missions of a cruiser?
 - a.
 - b.
7. What is the mission of amphibious ships?
8. What is the mission of a dock landing ship?
9. The mission of auxiliary ships is to provide services for the fleet.
10. To destroy targets ashore and at sea is the primary mission of which type of aircraft?

ASSIGNMENT SHEET 1-06-2 (continued)

11. Which helicopter is used for anti-submarine warfare?
12. The acronym "VERTREP" stands for
13. Select the Ship Designator in the right column that matches each Ship Type in the middle column. Write the Ship Designator representing your Answer in the left column. Use each ship designator only once. All ship designators will be used.

<u>Answers</u>	<u>Ship Types</u>	<u>Ship Designators</u>
	Aircraft Carrier	DDG
	Amphibious Assault Ship	CG
	Amphibious Transport Dock	CVN
	Cruiser	LHD
	Destroyer	LPD
	Fast Combat Support Ship	SSBN
	Salvage Ship	T-ARS
	Submarine	T-AOE

14. Which type of transport plane can operate from aircraft carriers?
15. To intercept and destroy enemy aircraft is the primary mission of which type of aircraft?
16. The acronym "COD" stands for
17. The acronym "V/STOL" stands for
18. To locate and destroy enemy submarines is the mission of which land-based aircraft?
19. The designation "KC" is used to indicate a transport aircraft modified for
20. Which letter designator identifies special electronics aircraft?

OUTLINE SHEET 2-06-1

LEARNING SKILLS

A. Introduction

Early in your Navy career, most learning will be in a classroom; i.e., recruit training and "A" school; your success will depend on the use of good listening and note-taking skills.

B. Enabling Objective(s):

- 39.1 Explain active listening.
- 39.2 Explain how an active listener prepares to listen.
- 39.3 Identify distractions that may inhibit learning and how to overcome them.
- 39.4 Identify the purpose of note-taking during class.
- 39.5 Explain how to prepare for note-taking.
- 39.6 Identify helpful note-taking tips.
- 39.7 Explain how to use notes for study
- 39.8 Explain the five steps for taking and using notes.
- 39.9 Identify the purpose of tests.
- 39.10 Explain how to prepare for a test.
- 39.11 Identify the types of questions used on Recruit Training tests.
- 39.12 Explain the procedures for taking a test.
- 23.37 Explain the relationship between the Navy Core Values and learning skills.

C. Topic Outline

- 1. Introduction
- 2. _____ Listening
 - a. Goes beyond hearing; it involves thinking and interacting with the information.
 - b. To ensure understanding, active listeners:
 - (1) Take _____.
 - (2) Ask questions.
 - (3) _____ the instructor's opinion from fact.

OUTLINE SHEET 2-06-1 (continued)

- c. Active listening will help you:
 - (1) Have a better understanding of the information.
 - (2) _____ information.
 - (3) Pass tests.

- 3. How Active Listeners Prepare for Class
 - a. _____ the assignment before class, if any, as indicated by the Assignment Sheet in your Trainee Guide. _____ down questions to ask your instructor.
 - b. Active listeners must have a _____ attitude. _____ attitudes interfere with learning.

- 4. Distractions That Can Inhibit Learning
 - a. Many classrooms have _____, such as:
 - (1) The climate
 - (2) Background noises
 - (3) Poor _____
 - b. Watching the _____ waiting for the class to end is also a distraction.
 - c. Try to maintain your concentration in spite of the problems.
 - d. If you are _____, make sure you:
 - (1) Sit up straight in your desk or stand up, and enlist the teamwork of your shipmates to help you stay awake.
 - (2) Take _____.
 - (3) _____ in the class; for example, ask questions.
 - e. If easily distracted, _____ at the front of the classroom.

- 5. Purpose of Taking Notes During Class
 - a. Provides you with a record of important facts and information.
 - b. _____ learning.
 - c. Note-taking helps you to:
 - (1) Pay _____.
 - (2) _____ information.

OUTLINE SHEET 2-06-1 (continued)

(3) Organize key points.

(4) _____ for tests.

6. Prepare for Note-Taking

- a. Be mentally and physically prepared to learn. Have a positive attitude.
- b. To become familiar with the lesson, be committed to reading the:
 - (1) _____ listed on the Outline Sheets in the Trainee Guide. The objectives designate the information that will be covered in class.
 - (2) Pages from *The Bluejacket's Manual* indicated by the _____ Sheet in your Trainee Guide.
- c. Bring a pen and Trainee Guide to class.

7. Note-Taking Tips

- a. Listen carefully. _____ is the key to good note-taking.
- b. Be aware of _____ that key important information, such as:
 - (1) Change in pitch of voice
 - (2) Gestures
 - (3) Facial _____
- c. Write quickly so you can get back to listening.
 - (1) Use _____; for example, write "CO" instead of Commanding Officer.
 - (2) Don't worry about _____ or _____; they can be corrected later.
 - (3) Leave out _____-_____ words.
- d. If you have questions, write them in your notes so you can ask your _____ or _____ later.
- e. Ask the instructor to _____ information that you missed.
- f. Always take _____ notes. Often someone from your division will be standing watch or be at an appointment and miss class. Take good notes so your shipmates can copy them.

8. Using Notes for Study

OUTLINE SHEET 2-06-1 (continued)

- a. Revise and edit notes as soon as possible after class. You may have difficulty in interpreting your notes if you wait too long.
 - (1) _____ in information that you may have missed while it is fresh in your mind.
 - (2) Write out words that you abbreviated and may not remember later.
 - (3) Correct _____.
 - b. Go through your notes on the Outline and Assignment Sheets again and study them. _____ areas where you have questions to ask at night study.
9. Five Steps for Taking and Using Notes
- a. _____--Write down main ideas and facts.
 - b. REDUCE--Summarize what the instructor says; do NOT write everything word-for-word.
 - c. RECITE--Re-enforce learning by explaining the content of your notes to someone else.
 - d. REFLECT--Think about what you've written.
 - e. REVIEW--Go over notes often, especially _____ a test.
10. Purpose of Tests
- a. Evaluate how well students are learning and performing.
 - b. Identify _____ areas for each student.
 - c. Create a record of students' _____.
 - d. _____ students to do well.
11. Preparation for the Test
- a. Study training materials.
 - (1) Read the Enabling Objectives listed on the Outline Sheet in the Trainee Guide. All test questions and performance requirements are based on the Enabling Objectives.
 - (2) Review all Outline, Diagram, and Information Sheets in the Trainee Guide.
 - (3) Read the pages from *The Bluejacket's Manual* as indicated on the Assignment Sheets.
 - (4) Answer the study questions given on the Assignment Sheets.

OUTLINE SHEET 2-06-1 (continued)

- b. _____ test questions. While studying, make a list of test questions that you think may be asked.
- c. Avoid _____, .Study a little bit each day.
- d. Approach the test with _____. Usually, the more you study, the more confident you'll be.

12. Types of Test Questions

- a. _____ choice

(1) Have two parts

(a) Stem--States the problem.

(b) Alternatives

1 The possible answers.

2 Usually _____.

3 Only _____ is correct.

(2) Read questions _____, watch for key words and phrases.

(a) Qualifying words and statements

1 Some _____ words and statements limit or restrict.

a Examples: most, some, always.

b Allow _____.

2 Other qualifying words and statements are absolutes.

a Examples: always, never, all, none.

b They restrict the meaning of the statement.

c Are _____ not the correct answer.

(b) Stems containing the words, "EXCEPT" or "NOT" must be answered by eliminating _____.

- b. TRUE/FALSE

(1) Have two parts

(a) _____--States the problem.

OUTLINE SHEET 2-06-1 (continued)

- (b) Alternatives--Two possible answers: true and false.
- (2) Stems containing words such as "all," "every," "generally," and "probably," should be considered before answering.
 - (a) Alternatives with "all" and "every" tend to be false.
 - (b) Alternatives with "generally" and "probably" tend to be true.
- (3) If any part of the stem is _____, the answer is false.
- (4) The stem must be entirely true to be _____ true.

13. Taking the Test

- a. Listen to and follow directions of test proctor (examiner). When necessary, ask for _____ of directions.
- b. Quickly preview test by answering the following questions:
 - (1) How many pages and questions are there?
 - (2) What _____ of questions are asked?
 - (a) Multiple choice
 - (b) TRUE/FALSE
 - (3) What is the _____ limit?
- c. Answer the questions.
 - (1) Read each question _____.
 - (2) Answer _____ the questions you know.
 - (a) Read all the alternatives.
 - (b) Eliminate the alternatives that you know are wrong.
 - (c) _____ an answer.
 - (d) Do NOT change an answer unless you're sure your second choice is correct. Frequently, your _____ choice is the correct one.
 - (3) Later, _____ to the questions you don't know; sometimes you can use information from one question to answer another.
 - (4) When using the _____ sheet, pencil marks should be dark and fill the circle completely.

OUTLINE SHEET 2-06-1 (continued)

- (5) Do NOT make stray marks on the answer sheet; they could result in _____ scoring of your test.
- (6) _____, make sure that the numbers on the test match those on the answer sheet.
- d. _____ your answer sheet for the following, before turning it in.
 - (1) Ensure you _____ the answers intended.
 - (2) Check that only one answer is marked for each question.
 - (3) Be sure _____ has been answered.
 - (a) Do NOT leave _____ spaces.
 - (b) _____ if necessary.
- 14. Relationship Between the Navy Core Values and Learning Skills
 - a. Honor
 - (1) It is DISHONORABLE to cheat on an examination.
 - (2) Do NOT _____!
 - (3) Cheaters are sent to their ship's officer for _____ action.
 - b. Commitment
 - (1) Actively _____ to the instructor.
 - (2) Be _____ to preparing for examinations by:
 - (a) Studying the reading assignments listed by Assignment Sheets in the Trainee Guide.
 - (b) Answering the study questions provided on Assignment Sheets.
 - (c) _____ during class using Outline Sheets.
 - (d) Paying _____ in class.
 - (e) Performing the best you can in laboratories, such as firefighting and line handling.
 - (f) Effectively using _____.
- 15. Summary and Review

[illegible]

ASSIGNMENT SHEET 2-06-2
LEARNING SKILLS

A. Study Assignment

None

B. Study Questions

1. What is active listening?
2. Where do Recruit Training Command students find the pages to read for each lesson topic?
3. What should a student do to overcome being sleepy in class?
4. Why is it important to take notes in class?
5. What manual contains the reading assignments for Recruit Training?
6. (TRUE/FALSE) When taking notes, write slowly to ensure accuracy.
7. When should a student revise their notes?
8. What are the five steps (Rs) for taking and using notes?
 - a.
 - b.
 - c.
 - d.
 - e.
9. What are the four purposes of a test?
 - a.
 - b.
 - c.
 - d.

ASSIGNMENT SHEET 2-06-2 (continued)

10. Why should you read the enabling objectives listed on the Outline Sheet in the Trainee Guide?
11. What are the two parts of a multiple choice question?
 - a.
 - b.
12. When looking over a test for the first time, what three things should you determine?
 - a.
 - b.
 - c.
13. What are three things you should check on your test answer sheet before turning it in for scoring?
 - a.
 - b.
 - c.
14. How does the Navy Core Value of Honor relate to test taking?
15. What are the three types of test questions used during Recruit Training?
 - a.
 - b.
 - c.
16. Give three examples of qualifying words.
 - a.
 - b.
 - c.

OUTLINE SHEET 1-22-1

NAVY CORE VALUES

A. Introduction

This lesson provides an understanding of the Navy's values. The Navy Core Values promote an environment where everyone can work to their potential.

B. Enabling Objective(s):

- 23.31 Explain values and their influence on a person's behavior.
- 23.32 Define the Navy Core Values.
- 23.33 Identify behaviors that detract from the Navy Core Values.
- 23.34 Explain the effects of low self-esteem on relationships with RDCs and other recruits.
- 23.35 Identify the limitations of gender relationships between male and female recruits, and RDCs during Recruit Training.
- 23.36 Explain the goals of Navy Core Values.

C. Topic Outline

- 1. Introduction
- 2. Values and Their Influence on a Person's Behavior
 - a. Values are the ideals, beliefs, customs, or principles that a person holds dear.
 - b. Throughout our lives, we learn values from:
 - (1) _____
 - (2) Friends
 - (3) _____
 - (4) School
 - (5) Community
 - (6) _____
 - c. A person's values affect their attitudes and behavior.
 - d. The _____ behavior displayed in society today indicates that some people have a diminished value system.

OUTLINE SHEET 1-22-1 (continued)

3. Definition of Navy Core Values

- a. Throughout history, the Navy has successfully met all challenges with basic principles that were developed during its early days.
- b. When we joined the Navy, we accepted the values associated with our service. These are the Navy Core Values:
 - (1) Honor--*I am accountable for my _____ and _____ behavior. I will be mindful of the privilege I have to serve my fellow Americans.*
 - (2) Courage--*Courage is the value that gives me the _____ and _____ strength to do what is right, with confidence and resolution, even in the face of temptation or adversity.*
 - (3) Commitment--*The day-to-day duty of every man and woman in the Department of the Navy is to join together as a team to improve the quality of our _____, our _____, and ourselves.*

4. Behaviors that Detract from the Navy Core Values

- a. _____
 - (1) Any conduct performed without proper authority that causes another person to suffer or be exposed to an activity which is:
 - (a) Cruel
 - (b) _____
 - (c) Humiliating
 - (d) _____
 - (e) Demeaning
 - (f) _____
 - (2) Examples of hazing
- b. Discrimination
 - (1) An act that denies _____ treatment of people due to race, gender, age, etc.
 - (2) Examples of _____
- c. Sexual harassment
 - (1) A form of discrimination that involves UNWELCOME:

OUTLINE SHEET 1-22-1 (continued)

- (a) _____ advances.
- (b) Requests for sexual _____.
- (c) Verbal or _____ conduct of a sexual nature.
- (2) The request for such conduct can be either _____ or indirect.
- (3) Negatively affects a person's _____ or _____.
- (4) Examples of sexual harassment
- d. Fraternization
 - (1) Inappropriate relationships between superiors and subordinates that could result in favoritism or _____ problems on the job.
 - (2) Examples of fraternization
- e. Hazing, discrimination, sexual harassment, and fraternization are prohibited and violate the Navy Core Values.
 - (1) Honor
 - (a) By refusing to participate in these behaviors, Navy personnel are:
 - 1 Maintaining their _____.
 - 2 Conducting themselves _____.
 - (b) Personnel must have appropriate relationships with seniors and subordinates; e.g., do NOT fraternize.
 - (2) Courage--Despite _____ pressure, personnel must have the courage to:
 - (a) Not participate in undesirable activities; e.g., Ku-Klux Klan events.
 - (b) Discourage others from participating in undesirable activities.
 - (3) Commitment--Personnel must be committed to:
 - (a) Upholding the Navy human _____ policies.
 - (b) Showing _____ for other people.

OUTLINE SHEET 1-22-1 (continued)

5. The Effects of Low Self Esteem on Relationships with RDCs and other Recruits
 - a. Low self-esteem can lead to inappropriate relationships because of the need for attention.
 - (1) RDC's attention should not be misinterpreted as sexual interest. RDC are teachers and professionals, not friends.
 - (2) Think of yourself as a worthwhile person, a professional, and an honorable patriot serving your country.
 - b. It is not necessary to compromise your values to gain favor from RDCs and peers.
6. Limitations of Gender Relationships between Male and Female Recruits, and RDCs during Recruit Training
 - a. Basic training is not the place to look for relationships with persons of the opposite sex.
 - (1) Neither serious nor casual interpersonal relationships with recruits of the opposite gender should be pursued, even after graduation from recruit training, if still assigned to the command.
 - (2) Friendships with RDCs are not permissible. Even after graduation, staff-to-former recruit relationships are not allowed.
 - b. During basic training, consider other recruits as shipmates instead of males or females.
 - c. Over the course of eight weeks, some emotions can enter into the relationship between recruits and toward RDCs. Do not allow such emotions to go beyond professional boundaries.
 - d. In civil society, people may use their sexuality to get ahead (i.e., sexual politics). Such relationships do not last, have long-term consequences (e.g., health, reputation, financial, etc.), and could cause a breakup of an existing relationship.
 - e. The use of sexual politics by Navy personnel could result in:
 - (1) Punishment under the UCMJ.
 - (2) Not being promoted.
7. Goals of the Navy Core Values
 - a. Learn--Know what the Navy Core Values are and how they contribute to the readiness of the Navy.

OUTLINE SHEET 1-22-1 (continued)

- b. Adopt--It is essential that you adopt Honor, _____, and Commitment as your own to:
 - (1) Guide your behavior 24 hours a day.
 - (2) Use in your professional and personal life.
- c. Think
 - (1) Recognize when Core Values are being _____.
Compromised values lead to:
 - (a) Hazing, discrimination, harassment, violence, theft.
 - (b) Making bad choices based on fear of:
 - 1 Reprisal from peers or seniors.
 - 2 Getting someone else in trouble.
 - (2) Place Honor, Courage, and Commitment in the _____ of your life to:
 - (a) Increase your _____.
 - (b) Influence others.
 - (c) Improve your _____ and command effectiveness.
- d. Act--Do the right thing.
 - (1) Apply core values in your dealings with _____ and seniors.
 - (2) Support the Navy's equal opportunity policies; have the courage to report violations, whether you are a witness or victim, to the chain of command:
 - (a) _____
 - (b) Using the Navy Equal Opportunity (EO) Formal Complaint Form, NAVPERS 5354/2. (While at RTC, recruits use the RTC GL 5050/4 Form.)
 - (3) Report illegal activities that you observe or know about; illegal activities violate the Navy Core Values.
 - (a) However, originators of false reports will be punished.
 - (b) The chaplain can provide advice about reporting violations of the Navy Core Values and the law.
 - 1 By law, conversations with the chaplain are confidential.

OUTLINE SHEET 1-22-1 (continued)

- 2 If needed, the chaplain will accompany personnel
to report violations.
- e. Re-evaluate--Periodically reflect on your behavior in terms of
core values. If you fall short, consider how to improve.
8. Relationship Between Teamwork and Behavior According to the Navy Core
Values
- a. Sometimes we are on automatic and do not realize that we are
operating in a moral or ethical gray area.
- b. Have the courage to tell shipmates when they are violating the
Navy Core Values and identify gray areas in their behavior in a
spirit of supportiveness; but do not be confrontational or
critical.
- c. We are all both shipmates and teammates.
9. Summary and Review

[illegible]

ASSIGNMENT SHEET 1-22-2

NAVY CORE VALUES

A. Study Assignment:

None

B. Study Questions

1. Define the term "values."
2. The three Navy Core Values are:
3. The value that gives the moral and mental strength to do what is right describes the Navy Core Value of
4. What is the definition of "commitment"?
5. Personal and professional accountability reflect the Navy Core Value of
6. What is the definition of honor?
7. (TRUE/FALSE) The Commanding Officer can authorize hazing for advancement ceremonies.
8. List detractors to Navy Core Values.
9. The Navy's policy of "Zero Tolerance" pertains to
10. List the five goals of Navy Core Values.
 - a.
 - b.
 - c.
 - d.
 - e.

DIAGRAM SHEET 1-07-1

ENLISTED RATE AND OFFICER RANK RECOGNITION (NAVY)

U.S. NAVY ENLISTED



































Rank	Pay-Grade	Description	Collar Device	Description	Patch
Seaman Recruit	E-1	NO STRIPES	NONE	NO STRIPES	NONE
Seaman Apprentice	E-2	2 DIAGONAL STRIPES		2 DIAGONAL WHITE STRIPES (SA) 2 DIAGONAL GREEN STRIPES (AA) 2 DIAGONAL BLUE STRIPES (CN) 2 DIAGONAL RED STRIPES (FA)	
Seaman	E-3	3 DIAGONAL STRIPES		3 DIAGONAL WHITE STRIPES (SN) 3 DIAGONAL GREEN STRIPES (AN) 3 DIAGONAL BLUE STRIPES (CN) 3 DIAGONAL RED STRIPES (FN)	
Petty Officer Third Class	E-4	PERCHED EAGLE, 1 CHEVRON		PERCHED EAGLE, SPECIALTY MARK, 1 CHEVRON	
Petty Officer Second Class	E-5	PERCHED EAGLE, 2 CHEVRONS		PERCHED EAGLE, SPECIALTY MARK, 2 CHEVRONS	
Petty Officer First Class	E-6	PERCHED EAGLE, 3 CHEVRONS		PERCHED EAGLE, SPECIALTY MARK, 3 CHEVRONS	
Chef Petty Officer	E-7	GOLD FOULED ANCHOR, SILVER SUPER IMPOSED USN		PERCHED EAGLE, SPECIALTY MARK, 3 CHEVRONS, 1 ROCKER	
Senior Chef Petty Officer	E-8	GOLD FOULED ANCHOR, SILVER SUPER IMPOSED USN, 1 SILVER STAR		PERCHED EAGLE, SPECIALTY MARK, 3 CHEVRONS, 1 ROCKER, 1 SILVER STAR	
Master Chef Petty Officer	E-9	GOLD FOULED ANCHOR, SILVER SUPER IMPOSED USN, 2 SILVER STARS		PERCHED EAGLE, SPECIALTY MARK, 3 CHEVRONS, 1 ROCKER, 2 SILVER STARS	
CNO / Command Master Chef Petty Officer	E-9	GOLD FOULED ANCHOR, SILVER SUPER IMPOSED USN, 2 SILVER STARS		PERCHED EAGLE, 1 SILVER STAR IN LIEU OF SPECIALTY MARK, 3 CHEVRONS, 1 ROCKER, 2 SILVER STARS	
Force Master Chef Petty Officer	E-9	GOLD FOULED ANCHOR, SILVER SUPER IMPOSED USN, 2 SILVER STARS		PERCHED EAGLE, 1 GOLD STAR IN LIEU OF SPECIALTY MARK, 3 CHEVRONS, 1 ROCKER, 2 GOLD STARS	
Master Chef Petty Officer of the Navy	E-9	GOLD FOULED ANCHOR, SILVER SUPER IMPOSED USN, 3 SILVER STARS		PERCHED EAGLE, GOLD STAR IN LIEU OF SPECIALTY MARK, 3 CHEVRONS, 1 ROCKER, 3 GOLD STARS	

DIAGRAM SHEET 1-07-1 (continued)

U.S. NAVY WARRANT OFFICER

Rank	Pay-Grade	Description	Collar Device	Description	Shoulder Boards	Dress Blue Sleeves
Chief Warrant Officer 2 (CWO-2)	W-2	GOLD BAR, 3 BLUE BREAKS		1/2" GOLD STRIPE, 3 BLUE BREAKS		
Chief Warrant Officer 3 (CWO-3)	W-3	SILVER BAR, 2 BLUE BREAKS		1/2" GOLD STRIPE, 2 BLUE BREAKS		
Chief Warrant Officer 4 (CWO-4)	W-4	SILVER BAR, 3 BLUE BREAKS		1/2" GOLD STRIPE, 1 BLUE BREAK		
Chief Warrant Officer 5 (CWO-5)	W-5	SILVER BAR, 1 HORIZONTAL BLUE LINE		1/2" GOLD STRIPE, 1 HORIZONTAL BLUE LINE, 1 BLUE BREAK		

U.S. NAVY COMMISSIONED OFFICER







Rank	Pay-Grade	Description	Collar Device	Description	Shoulder Boards	Dress Blue Sleeves
Ensign (ENS)	O-1	1 GOLD BAR		1/2" GOLD STRIPE		
Lieutenant Junior Grade (LTJG)	O-2	1 SILVER BAR		(1) 1/2" GOLD STRIPE, (1) 1/4" GOLD STRIPE		

DIAGRAM SHEET 1-07-1 (continued)

U.S. NAVY COMMISSIONED OFFICER (continued)

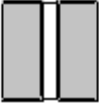























Lieutenant (LT)	O-3	2 SILVER BARS		(2) 1/2" GOLD STRIPES		
Lieutenant Commander (LCDR)	O-4	1 GOLD OAK LEAF		(2) 1/2" GOLD STRIPE, (1) 1/4" GOLD STRIPE		
Commander (CDR)	O-5	1 SILVER OAK LEAF		(3) 1/2" GOLD STRIPES		
Captain (CAPT)	O-6	1 SILVER SPREAD EAGLE		(4) 1/2" GOLD STRIPES		
Rear Admiral L/half (RDML)	O-7	1 SILVER STAR		(1) 2" GOLD STRIPE		
Rear Admiral U/ Half (RADM)	O-8	2 SILVER STARS		(1) 2" GOLD STRIPE, (1) 1/2" GOLD STRIPE		
Vice Admiral (VADM)	O-9	3 SILVER STARS		(1) 2" GOLD STRIPE, (2) 1/2" GOLD STRIPES		
Admiral (ADM)	O-10	4 SILVER STARS		(1) 2" GOLD STRIPE, (3) 1/2" GOLD STRIPES		

DIAGRAM SHEET 1-07-2

ENLISTED RATE AND OFFICER RANK RECOGNITION

ENLISTED

PAY GRADE	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9	*
NAVY	Seaman Recruit	Seaman Apprentice	Seaman	Petty Officer third Class	Petty Officer 2nd Class	Petty Officer 1st Class	Chief Petty Officer	Senior Chief Petty Officer	Master Chief Petty Officer	Master Chief Petty Officer of the Navy
MARINES	Private	Private First Class	Lance Corporal	Corporal	Sergeant	Staff Sergeant	Gunnery Sergeant	Master Sergeant First Sergeant	Master Gunnery Sergeant Sergeant Major	Sergeant Major of the Marine Corps
ARMY	Private	Private First Class	Corporal	Sergeant	Staff Sergeant	Sergeant First Class	First Sergeant Master Sergeant	Command Sergeant Major Sergeant Major	Sergeant Major of the Army	
AIR FORCE	Airman Basic	Airman First Class	Senior Airman	Staff Sergeant	Technical Sergeant	Master Sergeant First Sergeant	First Sergeant Senior Master Sergeant	First Sergeant Chief Master Sergeant	Chief Master Sergeant of the Air Force	

DIAGRAM SHEET 1-07-2 (continued)

OFFICERS

WARRANT

COMMISSIONED







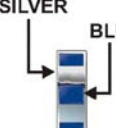














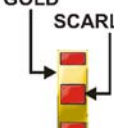
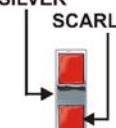
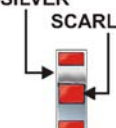
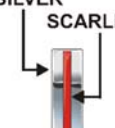




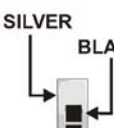

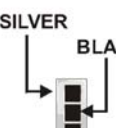
















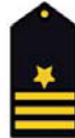





































	W-1	W-2	W-3	W-4	W-5	O-1	O-2	O-3
NAVY		   CHIEF WARRANT OFFICER W 2	   CHIEF WARRANT OFFICER W 3	   CHIEF WARRANT OFFICER W 4	   CHIEF WARRANT OFFICER W 5	   ENSIGN	   LIEUTENANT JUNIOR GRADE	   LIEUTENANT
MARINES		 CHIEF WARRANT OFFICER W 2	 CHIEF WARRANT OFFICER W 3	 CHIEF WARRANT OFFICER W 4	 CHIEF WARRANT OFFICER W 5	 SECOND LIEUTENANT	 FIRST LIEUTENANT	 CAPTAIN
ARMY	 WARRANT OFFICER W 1	 CHIEF WARRANT OFFICER W 2	 CHIEF WARRANT OFFICER W 3	 CHIEF WARRANT OFFICER W 4	 CHIEF WARRANT OFFICER CW5	 SECOND LIEUTENANT	 FIRST LIEUTENANT	 CAPTAIN
AIR FORCE	THE AIR FORCE HAS NO WARRANT OFFICERS					 SECOND LIEUTENANT	 FIRST LIEUTENANT	 CAPTAIN

DIAGRAM SHEET 1-07-2 (continued)

OFFICERS COMMISSIONED (CONT)

PAY GRADE		O-4	O-5	O-6	O-7	O-8	O-9	O-10
NAVY	GOLD	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER
								
								
								
	LIEUTENANT COMMANDER	COMMANDER	CAPTAIN	REAR ADMIRAL LOWER HALF	REAR ADMIRAL UPPER HALF	VICE ADMIRAL	ADMIRAL	FLEET ADMIRAL
MARINES	GOLD	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER	
								
	MAJOR	LIEUTENANT COLONEL	COLONEL	BRIGADIER GENERAL	MAJOR GENERAL	LIEUTENANT GENERAL	GENERAL	
ARMY	GOLD	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER
								
	MAJOR	LIEUTENANT COLONEL	COLONEL	BRIGADIER GENERAL	MAJOR GENERAL	LIEUTENANT GENERAL	GENERAL	GENERAL OF THE ARMY
AIR FORCE	GOLD	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER	SILVER
								
	MAJOR	LIEUTENANT COLONEL	COLONEL	BRIGADIER GENERAL	MAJOR GENERAL	LIEUTENANT GENERAL	GENERAL	GENERAL OF THE AIR FORCE

OUTLINE SHEET 1-07-3

ENLISTED RATE AND OFFICER RANK RECOGNITION

A. Introduction

U.S. Navy uniforms are outward symbols of Naval organization and of military rank or rate. Differentiating between officer and enlisted personnel is an important element in the morale, pride, discipline, and effectiveness of the Navy.

B. Enabling Objective(s):

- 10.1 Identify the definitions of Navy terms related to pay grade and job specialty.
- 10.2 Identify Navy enlisted rate, insignia, and headgear.
- 10.3 Identify service stripes, their purpose, and requirements for earning them.
- 10.4 Identify Navy officer rank, insignia, and headgear.
- 10.5 Identify Navy line and staff officers by their insignia.
- 10.6 Identify enlisted pay grade and insignia of the other U.S. Armed Services.
- 10.7 Identify officer pay grade and insignia of the other U.S. Armed Services.
- 23.27 Explain the relationship between the Navy Core Values and enlisted rate and officer rank recognition.

C. Topic Outline

- 1. Introduction
- 2. Terms Related to Pay Grade and Job Specialty
 - a. Rating--An enlisted person's occupation or job specialty within the Navy. Example: Operations Specialist, Gunner's Mate.
 - b. Pay grade--Used by all services to indicate the level of pay. Applies to E-1 through E-9 and O-1 through O-10.
 - c. Rate--Identifies personnel by rating (occupation) and pay grade. Example: Boatswain's Mate Third Class (BM3).
 - d. Nonrated person--A member that is E-1, E-2, or E-3.
 - (1) Apprentice--Nonrated personnel belong to a general occupational field. Example: airman, constructionman, fireman, hospitalman, or seaman.

OUTLINE SHEET 1-07-3 (continued)

- (2) Striker--A nonrated person that is working for promotion towards a specific rating. Example: ETSN, MMFA.
- e. Rated person
 - (1) A member that is from E-4 through E-9.
 - (2) Has a specific occupation (rating).
- f. Rank--Relates to Officer pay grade. Example: ensign, captain.
- 3. Navy Enlisted Rate, Insignia, and Headgear
 - a. Personnel E-1 through E-3
 - (1) Wear diagonal stripes to indicate their rate.
 - (2) The number of stripes depends on pay grade.
 - (a) E-1: no stripes.
 - (b) E-2: two stripes.
 - (c) E-3: three stripes.
 - (3) The apprenticeship field determines the color of stripes.
 - (a) Airmen wear green stripes on all uniforms.
 - (b) Constructionmen wear light blue stripes on all uniforms.
 - (c) Firemen wear red stripes on all uniforms.
 - (d) Hospitalmen and Seamen wear white stripes on blue uniforms and navy blue stripes on white uniforms.
 - (4) Above the diagonal stripes:
 - (a) Graduates of seaman, fireman, and airman apprentice schools wear apprentice symbols.
 - (b) Strikers wear marks identifying their prospective rating.
 - (5) Rate marks are centered between the elbow and shoulder on the left sleeve of the following uniforms:
 - (a) Service dress blue and service dress white jumpers
 - (b) Female service dress blue coat

OUTLINE SHEET 1-07-3 (continued)

- b. Personnel E-4 through E-9 (petty officers)
 - (1) Wear rating badges, which consist of three parts:
 - (a) Perched eagle with wings extended.
 - (b) Specialty mark indicating the wearer's rating.
 - (c) V-shaped chevron(s), rocker, and star(s) to indicate the wearer's pay grade.
 - (2) The color of the background of the rating badge matches the color of the uniform worn.
 - (a) On navy blue uniforms, personnel with less than 12 years service wear red chevrons with a white eagle and specialty mark. Personnel who have 12 consecutive years of good conduct wear gold chevrons with a silver eagle and specialty mark.
 - (b) On white uniforms, the eagle, specialty mark, and chevrons are dark blue.
 - (3) Rating badges are positioned the same way as group rate marks and are worn on the following uniforms:
 - (a) Service dress white and service dress blue jumpers (PO3 through PO1)
 - (b) Service dress blue coat (females PO3 and above and males CPO and above)
 - (c) Pea coat (PO3 through PO1)
 - (4) Chevron(s), rocker, and star(s) indicate the wearer's rate.
 - (a) Petty Officer Third Class (PO3): one chevron.
 - (b) Petty Officer Second Class (PO2): two chevrons.
 - (c) Petty Officer First Class (PO1): three chevrons.
 - (d) Chief Petty Officer (CPO): three chevrons and one rocker.
 - (e) Senior Chief Petty Officer (SCPO): three chevrons and one rocker with a silver star above the eagle.
 - (f) Master Chief Petty Officer (MCPO): three chevrons and one rocker with two silver stars above the eagle.
- 1 Command Master Chief (CMC) wears three chevrons and one rocker with two silver stars above the eagle and a single silver star in place of the specialty mark.

OUTLINE SHEET 1-07-3 (continued)

- 2 Force/Fleet Master Chief (FMC) wears three chevrons and one rocker with two gold stars above the eagle and a single gold star in place of the specialty mark.
 - 3 Master Chief Petty Officer of the Navy (MCPON) wears three chevrons and one rocker with three gold stars above the eagle and a single gold star in place of the specialty mark.
- (5) Collar insignia indicate the wearer's paygrade.
- (a) Petty Officers Third Class through First Class have two different types of collar devices.
 - 1 Anodized (highly polished) miniature collar insignia on:
 - a The black relaxed fit jacket
 - b The blue all-weather coat (raincoat)
 - 2 Sewn-on embroidered miniature sized device tapes on:
 - a Coveralls
 - b Navy Working Uniform shirt
 - (b) E-2 through E6 personnel wearing the Service Uniform Khaki male Shirt or female Overblouse will wear anodized (highly polished) miniature collar devices on both shirt collar points.
 - (c) Chief, Senior Chief, and Master Chief Petty Officers wear:
 - 1 Gold fouled (entangled) anchor with silver block letters "USN" superimposed on the shank of the anchor.
 - 2 One, two, or three silver stars are attached above the anchor stock to indicate:
 - a Senior Chief
 - b Master Chief
 - c Master Chief Petty Officer of the Navy
 - 3 Insignia on both collar points except for the shirts worn under the dress blue coat.

OUTLINE SHEET 1-07-3 (continued)

- 4 Black on dark green uniforms (aviators).
- (6) Chief petty officers wear soft black shoulder boards with anchor insignia.
- c. Headgear--Varies with a person's rate and gender.
 - (1) Seaman Recruit through Petty Officer First Class.
 - (a) Male
 - 1 Navy/command ball cap
 - 2 White hat
 - 3 Garrison cap
 - 4 8-Point cover
 - (b) Female
 - 1 Navy/command ball cap
 - 2 Combination cap
 - 3 Garrison cap
 - 4 8-Point cover
 - 5 Beret
 - (2) Chief Petty Officer through Master Chief Petty Officer
 - (a) On all covers, Chief Petty Officers and above wear a gold fouled (entangled) anchor with silver block letters "USN" superimposed on the shank of the anchor. One, two, or three silver stars are attached above the anchor stock to indicate:
 - 1 Senior Chief
 - 2 Master Chief
 - 3 Master Chief Petty Officer of the Navy
 - (b) Male
 - 1 Combination cap--Comes with khaki, white and green covers.
 - 2 Garrison cap--Comes in khaki, black or green.
 - 3 8-Point cover.

OUTLINE SHEET 1-07-3 (continued)

(c) Female

- 1 Combination cap--Comes with khaki and white covers.
- 2 Garrison cap--Comes in khaki, black or green.
- 3 8-Point cover.
- 4 3 Beret--Black semi-rigid feminine style cover.

4. Service Stripes

- a. Service stripes are diagonal stripes worn on the lower left sleeve of the service dress:
 - (1) Service Dress Blue coat
 - (2) Aviation Working Green coat
 - (3) Service Dress Blue jumper
 - (4) Service Dress White jumper
- b. One service stripe is earned for every four years of service.
- c. The color of service stripe must be the same color as the chevron(s) on the rating badge.
- d. Gold rating badges and service stripes are worn on the service dress blue coat and service dress blue jumper when good conduct in active Naval service totals 12 consecutive years.

5. Summary and Review (Enlisted)

6. Navy Officer Rank, Insignia, and Headgear

- a. Insignia characteristics common to all ranks
 - (1) Sleeve stripes: Gold or black stripes worn on the sleeve of certain uniforms. Can be $\frac{1}{4}$, $\frac{1}{2}$, or 2 inches in width.
 - (a) Worn near the bottom of both sleeves.
 - (b) Gold on service dress blue and female service dress white uniforms.
 - (c) Black on dark green uniforms (aviators).
 - (2) Shoulder boards: Gold stripes are worn on the shoulders of the following uniforms:
 - (a) White shirt of service dress blue uniform
 - (b) Bridge coat

OUTLINE SHEET 1-07-3 (continued)

- (c) Reefer (Peacoat)
 - (d) Sweaters
- (3) Collar devices: Metal devices worn on collar points.
 - (a) The color and shape of the device depends on the officer's rank and specialty.
 - (b) Collar devices are worn on the following uniforms:
 - 1 Service
 - 2 Summer khaki and working khaki
- (4) Oversized devices: Metal devices worn on the epaulets of the following uniforms:
 - (a) Jackets (khaki and black)
 - (b) All-weather coats
- b. Chief Warrant Officers
 - (1) Chief Warrant Officer (CW02)
 - (a) Sleeve/shoulder board--One ½" gold stripe with three blue breaks.
 - (b) Collar device--Gold bar with three blue breaks.
 - (2) Chief Warrant Officer (CW03)
 - (a) Sleeve/shoulder board--One ½" gold stripe with two blue breaks.
 - (b) Collar device--Silver bar with two blue breaks.
 - (3) Chief Warrant Officer (CW04)
 - (a) Sleeve/shoulder board--One ½" gold stripe with one blue break.
 - (b) Collar device--Silver bar with three blue breaks.
 - (4) Chief Warrant Officer (CW05)
 - (a) Sleeve/shoulder board--One ½" gold stripe with 1/8" blue stripe and one blue break.
 - (b) Collar device--Silver bar with ¼" blue stripe.

OUTLINE SHEET 1-07-3 (continued)

c. Commissioned Officers

- (1) Ensign (ENS)
 - (a) Sleeve/shoulder board--One $\frac{1}{2}$ " gold stripe.
 - (b) Collar device--One gold bar.
- (2) Lieutenant Junior Grade (LTJG)
 - (a) Sleeve/shoulder board--One $\frac{1}{2}$ " gold stripe and one $\frac{1}{4}$ " gold stripe.
 - (b) Collar device--One silver bar.
- (3) Lieutenant (LT)
 - (a) Sleeve/shoulder board--Two $\frac{1}{2}$ " gold stripes.
 - (b) Collar device--Two silver bars.
- (4) Lieutenant Commander (LCDR)
 - (a) Sleeve/shoulder board--One $\frac{1}{4}$ " gold stripe between two $\frac{1}{2}$ " gold stripes.
 - (b) Collar device--Gold oak leaf.
- (5) Commander (CDR)
 - (a) Sleeve/shoulder board--Three $\frac{1}{2}$ " gold stripes.
 - (b) Collar device--Silver oak leaf.
- (6) Captain (CAPT.)
 - (a) Sleeve/shoulder board--Four $\frac{1}{2}$ " gold stripes.
 - (b) Collar device--Silver spread eagle.
- (7) Rear Admiral (Lower Half) (RDML)
 - (a) Sleeve--One 2" gold stripe.
 - (b) Shoulder board/collar device--One silver star.
- (8) Rear Admiral (Upper Half) (RADM)
 - (a) Sleeve--One 2" gold stripe and one $\frac{1}{2}$ " gold stripe.
 - (b) Shoulder board/collar device--Two silver stars.

OUTLINE SHEET 1-07-3 (continued)

- (9) Vice Admiral (VADM)
 - (a) Sleeve--One 2" gold stripe and two ½" gold stripes.
 - (b) Shoulder board/collar device--Three silver stars.
- (10) Admiral (ADM)
 - (a) Sleeve--One 2" gold stripe and three ½" gold stripes.
 - (b) Shoulder board/collar device--Four silver stars.
- d. Headgear insignia
 - (1) Officer crest
 - (a) A Silver federal shield over two crossed, gold, fouled anchors surmounted by a silver eagle.
 - (b) Worn by commissioned officers and warrant officers.
 - (2) Fretting--Gold embroidering on the cap visor or headband. Commonly referred to as "Scrambled Eggs."
 - (a) Ensign through Lieutenant Commander headgear has no fretting.
 - (b) Commander and Captain wear partial fretting (one row of gold oak leaves and acorns).
 - (c) Flag officers, Rear Admiral (Lower Half) through Admiral, wear full fretting (two rows of gold oak leaves and acorns).
- e. Headgear types
 - (1) Male
 - (a) Combination cap
 - 1 Gold chinstrap.
 - 2 Comes with detachable covers in white, khaki, and green.
 - (b) Garrison cap
 - 1 Comes in black, khaki, and green.
 - 2 Miniature officer's crest worn on the left side.
 - 3 Rank insignia worn on the right side. (Only officers wear insignia on the right side of the garrison cap.)

OUTLINE SHEET 1-07-3 (continued)

(c) 8-Point cover

- 1 Comes in digital camouflage.
- 2 Embroidered rank insignia tape worn on the front center flat.

(2) Female

(a) Combination cap

- 1 Gold chinstrap.
- 2 Comes with detachable covers in white, and khaki.

(b) Garrison cap

- 1 Comes in khaki, black, and green.
- 2 Miniature officer's crest worn on the left side.
- 3 Rank insignia worn on the right side.

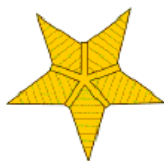
(c) 8-Point cover

- 1 Comes in digital camouflage.
- 2 Embroidered rank insignia tape worn on the front center flat.

(d) Beret--Black semi-rigid cover.

7. Line and Staff Officer Insignia

- a. Line officers, who are eligible to command a ship or station, wear a five-pointed star above sleeve stripes and on shoulder boards.



- b. Staff corps officers, who command only in their designated field, wear devices to show their specialty.

OUTLINE SHEET 1-07-3 (continued)

- (1) Medical Corps--Gold spread oak leaf, silver acorn.



- (2) Medical Service Corps--Gold spread oak leaf attached to a slanted twig.



- (3) Nurse Corps--Gold spread oak leaf.



- (4) Dental Corps--Gold spread oak leaf with silver acorn on each side of stem.



- (5) Chaplain Corps

- (a) Jewish--Star of David attached to the Tablets of the Law.



OUTLINE SHEET 1-07-3 (continued)

(b) Christian--Latin Cross.



(c) Buddhist--Prayer wheel.



(d) Muslim--Crescent moon.



(6) Supply Corps--Sprig of three gold oak leaves and three gold acorns.



(7) Judge Advocate General Corps--Two gold oak leaves, silver mill rind in center.



(8) Law Community--Two gold oak leaves with silver mill rind in center.



OUTLINE SHEET 1-07-3 (continued)

- (9) Civil Engineer Corps--Two gold sprigs of two oak leaves, with a silver acorn on each sprig.



- c. Admirals are referred to as Flag Officers.
 - (1) They have the privilege of flying their personal flag over the ship or station they command.
 - (2) A line admiral's personal flag is blue with white stars.
 - (3) A staff corps admiral's personal flag is white with blue stars.
- 8. Enlisted Pay Grade and Insignia of Other U.S. Armed Services (Refer to Information Sheet 1-07-2)
- 9. Officer Pay Grade and Insignia of Other U.S. Armed Services
 - a. Warrant Officers
 - b. Commissioned Officers
- 10. Relationship Between the Navy Core Values, and Enlisted Rate and Officer Rank Recognition
 - a. Honor--Accountable for personal and professional behavior.
 - (1) Always wear your rate insignia with pride.
 - (2) Only wear ribbons that you earned.
 - b. Commitment--Always strive to recognize the rate and rank of personnel and give them the respect that they deserve.
- 11. Summary and Review (Officer)

ENLISTED RATE AND OFFICER RANK RECOGNITION

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ASSIGNMENT SHEET 1-07-4

ENLISTED RATE AND OFFICER RANK RECOGNITION

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, Chapters 3 and 4

B. Study Questions

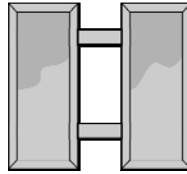
1. Your occupation in the Navy is called your
2. Define the term "rate."
3. Group rate marks go on the left uniform sleeve, centered between the elbow and
4. (TRUE/FALSE) A seaman recruit wears one stripe.
5. What are the three parts of a rating badge?
 - a.
 - b.
 - c.
6. What determines the color of a rating badge?
7. What color is the specialty mark on navy blue uniforms?
8. What is the title of an E-7 in the Navy?
9. Three service stripes represent at least how many years of Naval service.
10. What is the criterion for earning gold service stripes?
11. What is the rate of a person who wears a rating badge with three chevrons, a rocker, and two stars above the eagle?
12. Who wears an insignia showing three green stripes?
13. How many stars are on a senior chief petty officer's collar device?

ASSIGNMENT SHEET 1-07-4 (continued)

14. What color is the chevron and service stripe on a service dress blue uniform that is worn by a third class petty officer with 6 years of service?
15. Which enlisted personnel are required to wear collar devices on their outer garments?
16. What color are the collar devices on camouflage utility uniforms?
17. What color are the stripes on a seaman's dress blue uniform?
18. A collar device with a perched eagle and one chevron represents which pay grade and rate.
19. Which pay grade and rate does a collar device with a gold-fouled anchor, the letters USN, and no stars represent?
20. What color are the sleeve stripes on a female officer's dress white uniform?
21. What color are the stars on the shoulder boards of "flag officers"?
22. Describe an ensign's collar device.
23. Which naval officer wears two silver bars as a collar device?
24. Which officer wears one $\frac{1}{4}$ " gold stripe in between two $\frac{1}{2}$ " gold stripes?
25. How many gold sleeve stripes does a commander wear?
26. On which side of the garrison cap is the miniature officer's crest worn?
27. What is the highest-ranking enlisted member of the Army?

ASSIGNMENT SHEET 1-07-4 (continued)

28. If a Marine Corps officer is wearing the following insignia, what is his/her rank?



29. The following gold collar device for the U.S. Army designates a



30. An Air Force officer wearing the following gold insignia is a



31. Which Navy staff officer corps does this insignia identify?



32. Which Navy staff officer corps does this insignia identify?



OUTLINE SHEET 2-04-1

UNIFORMS AND GROOMING

A. Introduction

U.S. Navy uniforms are outward symbols of our tradition and professionalism. Sailors must comply with Uniform regulations and grooming standards to reflect a positive Navy image.

B. Enabling Objective(s):

- 28.1 Explain the purpose of *U.S. Navy Uniform Regulations*.
- 28.2 Explain appropriate care, cleaning, and replacement of Navy uniforms.
- 28.3 Explain proper grooming standards.
- 28.4 Explain proper wear of enlisted (E-1 through E-6) uniforms and related items.
- 28.5 Explain general regulations pertaining to the wearing of civilian clothing, drug depiction, and tattoos.
- 23.22 Explain the relationship between the Navy Core Values, and grooming standards and the proper wear of uniforms.
- 22.10 Explain how teamwork affects proper grooming and uniform standards.

C. Topic Outline

- 1. Introduction
- 2. Purpose of the *United States Navy Uniform Regulations*
 - a. Provides:
 - (1) Descriptions of all U.S. Navy uniforms and their components.
 - (2) Guidance to prescribe uniform wear.
 - b. Carries the force of a general order.
- 3. Care, Cleaning, and Replacement of Navy Uniforms
 - a. Washing, dry cleaning, alterations, and repairs are the member's responsibility.
 - b. Follow manufacturer's labels inside uniform items for proper cleaning requirements.
 - c. Uniforms shall be kept clean; lace, devices, and insignia must be kept free of tarnish and corrosion.

OUTLINE SHEET 2-04-1 (continued)

- d. No articles shall protrude from or be visible on the uniform; e.g., pens, key chains, combs, cigarettes, pagers, cellular phones, etc. Protruding objects detract from a professional military appearance and could distort the uniform shape.
 - e. Uniforms should be stored on hangers. If uniforms are to be stored for a long time, they should be cleaned and packed in an airtight plastic bag with a packet of desiccant (drying agent).
 - f. The Clothing Replacement Allowance (CRA) is an annual cash payment provided for replacing a minimum quantity of each required uniform.
4. Grooming Standards
- a. While in uniform, personal appearance will be neat and professional.
 - b. Hair shall be kept neat, clean, and well groomed.
 - (1) Requirements ensure that hair does not interfere with proper wearing of military headgear and safety equipment.
 - (2) Faddish styles and outrageous multicolored hair are NOT authorized.
 - (a) Faddish _____ are followed for a short time to an exaggerated level. They are generally conspicuous and detract from a professional appearance.
 - (b) Examples include:
 - 1 Men--Haircut with a distinct visible line (bowl cut or high and tight).
 - 2 Women--Extremely short, crop-cut hair (GI Jane).
 - (3) Varying hairstyles, including Afros, are permitted providing criteria of maximum length, bulk, and tapered neck and sides are met.
 - (4) Hairpieces may be worn only for cosmetic reasons to cover natural baldness or physical disfigurement.
 - (a) They will present a natural appearance and conform to all grooming standards.
 - (b) They may not interfere with the performance of duty or present a safety or foreign object damage (FOD) hazard.

OUTLINE SHEET 2-04-1 (continued)

- c. Hair standards for men
 - (1) Hair above the ears and around the neck shall be tapered upward at least $\frac{3}{4}$ " and no more than $\frac{3}{4}$ " outward to blend with hairstyle.
 - (2) Hair shall be no longer than four inches and must NOT:
 - (a) Touch the top of the collar.
 - (b) Extend below the eyebrows.
 - (c) Be plaited (tightly woven hair braided close to the scalp) or braided while in uniform or duty status.
 - (d) Exceed two inches in bulk (the distance that the mass of hair protrudes from the scalp).
 - (3) The unique quality and texture of curled, kinked, waved, and straight hair are recognized. Sometimes the $\frac{3}{4}$ " taper at the back of the neck may be difficult to attain; in these cases:
 - (a) Hair must present a graduated appearance.
 - (b) The taper may combine with a line at the back of the neck.
 - (4) One natural, fore and aft, narrow part may be cut, clipped, or shaved into the hair.
 - (5) Men may shave their heads if trimmed every day. Men may NOT shave their heads for:
 - (a) Faddish reasons.
 - (b) Affiliation with an extremist group.
 - (6) Keep sideburns trimmed and tailored in the same manner as the haircut. They shall:
 - (a) Not extend below a point level with the middle of the ear.
 - (b) Be of even width (not flared).
 - (c) End with a clean-shaven horizontal line.
 - (7) Mustaches will be kept neatly and closely trimmed.
 - (a) No portion of the mustache shall extend below the line of the upper lip.

OUTLINE SHEET 2-04-1 (continued)

- (b) A mustache shall NOT go:
 - 1 Beyond a horizontal line extending across the corners of the mouth.
 - 2 More than ¼" beyond a vertical line drawn from the corner of the mouth.
- (c) Handlebar mustaches, goatees, beards, or eccentricities are NOT permitted.
- (8) A beard may only be worn for medical reasons when authorized by the Commanding Officer on the advice of a medical officer.
- d. Hair standards for women
 - (1) When wearing collared uniforms, the hair may touch, but not fall below a horizontal line level with the lower edge of the back of the collar.
 - (2) When wearing the jumper uniform (crackerjacks), hair may extend a maximum of 1½" below the top of the jumper collar.
 - (3) Hair shall not show under the front of the brim of the:
 - (a) Combination hat
 - (b) Garrison cap
 - (c) Navy/Command ball cap
 - (4) Hairstyles with multiple braids may be worn; (corn rows, French braids, etc.).
 - (a) Braids shall be approximately ¼ inch in diameter and tightly woven.
 - (b) Foreign material, such as beads and decorative items, shall not be braided into the hair.
 - (5) Ponytails, pigtails, and widely spaced, individual hanging locks are not permitted.
 - (6) Appropriateness of hairstyle is also judged by its appearance when headgear is worn.
 - (7) Long hair, including braids, must:
 - (a) Be neatly and inconspicuously fastened, pinned, or secured to the head and may not dangle free at any point.
 - (b) Not be lopsided or extremely asymmetrical.

OUTLINE SHEET 2-04-1 (continued)

- (8) The bulk of the hair shall not exceed two inches.
- (9) A maximum of 2 small barrettes, combs, or _____ similar to hair color may be used.
- (10) Fabric elastics (scrunchies), beads, and colored rubber bands/pins are not authorized.
- (11) Hair may not be outrageously multi-colored or faddish, including shaved portions (except neckline), or have designs cut or braided into it.
- (12) Wigs or hairpieces, meeting grooming standards, may be worn.
- e. Fingernails shall be well manicured and clean at all times.
 - (1) For men, fingernails shall NOT extend past the fingertips.
 - (2) For women:
 - (a) Fingernails shall NOT exceed 1/4" measured from the fingertips.
 - (b) Nail polish may be worn, but shall be conservative and match the skin tone.
- f. Conservative jewelry is authorized for all personnel but must be in good taste. It shall not present a safety or FOD (Foreign Object Damage) hazard.
 - (1) Necklaces
 - (a) Authorized for _____ and _____.
 - (b) While in uniform, only one necklace may be worn and must NOT be visible.
 - (2) Wristwatches and bracelets
 - (a) Authorized for men and women.
 - (b) While in uniform, only one of each may be worn.
 - (c) Ankle bracelets are not authorized while in uniform.
 - (3) Rings
 - (a) For men and women while in uniform, only one ring per hand is authorized, plus a wedding ring or engagement/wedding ring set.
 - (b) They are NOT authorized for wear on thumbs.

OUTLINE SHEET 2-04-1 (continued)

(4) Earrings

(a) For men, NOT authorized:

- 1 When in uniform.
- 2 In civilian attire when in a duty status; aboard any ship, craft, or aircraft; in a military vehicle, or other place under military jurisdiction.
- 3 While participating in any organized military recreational activity.
- 4 When prohibited by prescribing authority while in foreign countries. (Prescribing authority is a person in command of a geographical area; responsible for issuing policy for wearing Navy uniforms.)

(b) For women:

- 1 One earring per ear (centered on the earlobe) may be worn while in uniform.
- 2 Earrings shall be silver 4-6mm (1/8"-1/4") ball.
 - a Plain with brushed matte or gold finish.
 - b Screw-on or with posts.

g. NO articles, other than earrings for women, shall be attached through a body part.

h. Having one's body pierced is NOT authorized:

- (1) While in uniform.
- (2) When in civilian attire while on duty, aboard a ship, craft, aircraft, or in a military vehicle.
- (3) Within any base or other place under military jurisdiction.
- (4) While participating in any organized military recreational activities.

i. Intentional body mutilation, piercing, branding, scarring that is excessive or eccentric is prohibited.

(1) For example:

- (a) Split or forked tongue.
- (b) Foreign objects inserted under the skin to create a design or pattern.

OUTLINE SHEET 2-04-1 (continued)

- (c) Enlarged or stretched out holes in the ears, other than normal piercing.
 - (d) Intentional scarring on the neck, face, or scalp.
 - (2) Waivers may be requested for existing body alterations.
 - j. Coloring teeth for ornamental purposes is prohibited.
 - (1) For example:
 - (a) gold
 - (b) platinum
 - (2) Teeth will not be ornamented with caps, designs, jewels, initials, etc.
 - (3) Waivers may be requested for existing dental ornamentation.
 - k. Cosmetics (women only), if worn, shall be applied in good taste so that colors blend with natural skin tone and enhance natural features. Exaggerated or faddish cosmetic styles are not authorized with the uniform and shall NOT be worn.
5. Proper Wear of Enlisted (E-1 through E-6) Uniforms and Related Items
- Many of the uniforms worn by E-1 through E-6 are also worn by Officers and Chief Petty Officers. When greeting a senior military person, pay attention to the rank insignia worn on their uniform, not the style of uniform.
- a. Dinner dress blue
 - (1) Blue jumper or blue coat and skirt with miniature medals.
 - (2) White hat or combination cap.
 - (3) Outer garments: pea coat or all-weather coat.
 - (4) Occasion for wear: official functions where civilians wear a black tie or evening gown. This is a prescribable winter uniform.
 - b. Dinner dress white
 - (1) White jumper with miniature medals. Females may wear skirt or slacks.
 - (2) White hat or combination cap.
 - (3) Outer garments: peacoat, all-weather coat.

OUTLINE SHEET 2-04-1 (continued)

- (4) Occasion for wear: official functions where civilians wear a black tie or evening gown. This is a prescribable summer uniform.
- c. Full dress blue
 - (1) Blue jumper or blue coat and skirt or slacks with large medals and ribbons. (Medals are worn on the left; ribbons on the right.)
 - (2) White hat or combination cap.
 - (3) Outer garments: pea coat or all-weather coat.
 - (4) Occasion for wear: change of command, official visits, ceremonies, and solemn occasions
- d. Full dress white
 - (1) White jumper with large medals and ribbons. Females may wear skirt or slacks.
 - (2) White hat or combination hat.
 - (3) Occasion for wear: change of command, official visits, ceremonies, and solemn occasions.
- e. Service dress blue
 - (1) Blue jumper or blue coat and skirt or slacks with ribbons.
 - (2) White hat, combination cap, or beret. Females may wear the garrison cap only when wearing the black V-neck sweater in place of the blue coat.
 - (3) Outer garments: pullover or all-weather coat.
 - (a) Men may wear the pullover jersey under the blue jumper.
 - (b) Women may wear the black V-neck sweater or cardigan in place of the blue coat.
 - (4) Occasion for wear
 - (a) In winter when dinner dress and year-round uniforms are NOT prescribed.
 - (b) May be worn year-round when traveling on leave, TAD, or transfer.
 - (c) When appropriate for civilians to wear dress _____ and _____.

OUTLINE SHEET 2-04-1 (continued)

- (d) Black V-neck sweater may not be worn for ceremonies or high-level meetings. Cardigans are worn only in immediate work area.

- f. Service dress white
 - (1) White jumper with ribbons. Females may wear skirt or slacks.
 - (2) White hat, combination cap, or beret.
 - (3) Outer garments: all-weather coat or pea coat.
 - (4) Occasion for wear: in summer when dinner dress and full dress uniforms are not prescribed and civilian dress is coat and tie.

- g. Navy Service Uniform (NSU)
 - (1) Khaki shirt and black trousers or slacks/skirt (poly/wool) with ribbons.
 - (2) Garrison cap or beret.
 - (3) Outer garments: pea coat, all-weather coat, Jacket, Black relaxed fit, black V-neck sweater, or cardigan.
 - (4) Occasion for wear: normally prescribed as the uniform of the day for:
 - (a) Office work.
 - (b) Watchstanding.
 - (c) Liberty.
 - (d) Business ashore.

- h. Navy Working Uniforms
 - (1) T-shirt, mock neck sweater and trousers.
 - (a) T-shirt and mock neck sweater:
 - 1 Collar should fit comfortably around neck.
 - 2 Mock neck sweater sleeve length shall not extend beyond the length of the NWU shirt sleeve.
 - (b) Trousers worn at waistline with belt.
 - (2) 8-Point cover.
 - (a) Worn square on head (not resting on ears)

OUTLINE SHEET 2-04-1 (continued)

- (b) Visor just above eye level and parallel to deck.
- (3) Outer garments: parka with or without fleece lining.
- (4) Occasion for wear
 - (a) When other uniforms would be unsafe or become unduly soiled.
 - (b) May be authorized by prescribing authority for commuting to and from work.
 - 1 Commuting is defined as a direct route from place of residence to place of work by means of a private vehicle.
 - 2 Brief stops are authorized when commuting in Navy working uniform.
- i. Coveralls
 - (1) One-piece combination of overalls and shirt worn as an outer garment.
 - (2) Ball cap or knit (watch) cap.
 - (3) Outer garment: all-weather coat, blue working jacket, peacoat.
 - (4) Occasion for wear: when other uniforms would be unsafe or become unduly soiled.
- j. Uniform related items
 - (1) Bags (e.g., gym bags, backpacks, garment bags, etc.) shall be hand-carried to facilitate saluting.
 - (a) Backpacks and gym bags may be carried on the back when riding on a bicycle or motorcycle, but shall be hand-carried before mounting and upon dismounting.
 - (b) Full seabags may be carried/worn on the back at any time.
 - (c) Only a woman's Navy certified handbag shall be carried on the shoulder while in uniform. It shall be carried over the left shoulder or forearm with the top of the bag at waist level.
 - (2) Identification cards
 - (a) The military ID card is the property of the U.S. and must be carried at all times.

OUTLINE SHEET 2-04-1 (continued)

- (b) Do NOT surrender your ID card except as required by proper military authority for identification, investigation, or while in disciplinary confinement.
 - (3) ID tags
 - (a) Prescribed part of the uniform and must be kept in your possession.
 - (b) Designed for the identification of members who become casualties.
 - (c) Are not worn under normal situations.
 - (4) Sunglasses
 - (a) If worn while in uniform, must be conservative. faddish or distracting styles are unauthorized (e.g., Oakleys, mirrored lenses, etc.)
 - (b) Are never worn while in formation.
 - (c) Retainer straps are only worn if they are required for safety purposes. If worn, they shall be plain black and worn snugly against the back of the head.
- 6. Regulations for Wearing Civilian Clothing, Drug Depiction, and Tattoos
 - a. Civilian clothing is permitted when authorized by the Commanding Officer in situations such as when:
 - (1) Leaving or returning to ships or stations.
 - (2) On authorized leave of absences.
 - (3) On liberty.
 - (4) In off duty status ashore.
 - b. Commands are authorized to suspend the privilege of civilian clothing for individuals:
 - (1) Who do not wear civilian clothing as outlined in the *United States Navy Uniform Regulations*.
 - (2) Who fail to properly maintain uniforms or seabag requirements.
 - (3) Whose appearance may bring discredit upon the Navy.
 - c. Casual civilian clothing is only authorized on base for occasions such as picnics, athletic events, and other casual daytime activities. Otherwise, they are NOT acceptable within the confines of military installations. For example:

OUTLINE SHEET 2-04-1 (continued)

- (1) Tank-top shirts
- (2) White undershirts worn as outer garments
- (3) Cut-off shorts
- (4) Shower sandals
- d. Wearing or displaying clothing, jewelry, or tattoos depicting marijuana or any other controlled substance(s) or advocating drug use is prohibited.
- e. Military uniform articles that may be worn with civilian clothing include:
 - (1) Command ball cap (without insignia)
 - (2) Belts (with civilian buckles)
 - (3) Necktie
 - (4) Gloves
 - (5) Socks/hosiery
 - (6) Shoes
 - (7) Underwear
 - (8) All-weather coat (without insignia)
 - (9) Black relaxed fit jacket (without insignia)
 - (10) Sweaters (black V-neck, pullover jersey and cardigan) (without nametag)
 - (11) Watch cap
 - (12) Handbag
- f. Navy policies on tattoos, body art, and brands
 - (1) The Navy prohibits tattoos, body art, and brands:
 - (a) On the head, face, neck, scalp and arms below the elbow.
 - (b) That are prejudicial to good: order, discipline, and moral.
 - (c) That bring discredit to the Navy.
 - (2) Examples of prohibited tattoos, body art, and brands include those that:

OUTLINE SHEET 2-04-1 (continued)

- (a) Depict drug use.
 - (b) Are obscene or sexually explicit.
 - (c) Symbolize discrimination, gang affiliation, and supremacist or extremist groups.
 - (d) Are visible through uniform clothing.
- (3) Waivers may be requested from the Chief of Naval Operations for existing tattoos.
- 7. Relationship Between the Navy Core Values, and Grooming Standards and the Proper Wear of Uniforms
 - a. Honor
 - (1) Be accountable for your personal appearance in uniform and civilian clothes.
 - (2) Be honest and truthful when reprimanded for uniform violations, vice making excuses and blaming others.
 - b. Commitment--Be committed to professionalism by:
 - (1) Studying the Uniform Regulations to understand the requirements.
 - (2) Obeying Navy uniform and grooming regulations.
- 8. The Effects of Teamwork on Proper Grooming and Uniform Standards--Working together to enforce and promote uniform and grooming standards is necessary to insure a positive image for the Navy team.
- 9. Summary and Review
- 10. Application

[illegible]

ASSIGNMENT SHEET 2-04-2

UNIFORMS AND GROOMING

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, page 3, and Chapter 4

B. Study Questions

1. What is the purpose of the United States Navy Uniform Regulations?
2. The United States Navy Uniform Regulations carries the force of a general
3. Washing, dry cleaning, alterations, and repairs are the member's
4. How often do you get the Clothing Replacement Allowance?
5. Hair shall be kept neat, clean, and well
6. Sideburns for men shall NOT extend below a point level with the of the ear.
7. How long may women's hair be when wearing collared uniforms?
8. How many rings are authorized to be worn on each hand?
9. When in uniform, why should gym bags be hand-carried?
10. When in uniform, what bag can be carried on the back at all times?
11. Who is authorized to suspend the wearing of civilian clothes by Navy personnel?
12. Why would the wearing of civilian clothes by Navy personnel be suspended?
13. How can Navy personnel work together to enforce uniform standards?

OUTLINE SHEET 1-09-1

CONDUCT DURING ARMED CONFLICT

A. Introduction

Our country believes people involved in armed conflict are entitled to certain human rights. The Conduct During Armed Conflict lesson teaches the standards of conduct to be followed if the enemy captures you and the ethical standards that will help you resist the physical and mental distress of captivity.

B. Enabling Objective(s):

- 12.1 Explain the purpose and provisions of the Law of Armed Conflict.
- 12.2 Explain the purpose and articles of the Code of Conduct.
- 12.3 Explain the purpose and provisions of the Geneva Convention of 1949.
- 23.9 Explain the relationship between the Navy Core Values and conduct during armed conflict.

C. Topic Outline

- 1. Introduction
- 2. Purpose and Provisions of the Law of Armed Conflict
 - a. The United States, as a nation, believes that all people fighting in a war are entitled to basic human rights.
 - b. This belief led our country to adopt the Law of Armed Conflict.
 - c. The purpose of the Law of Armed Conflict is to ensure that hostilities are:
 - (1) Directed at the enemy's military forces.
 - (2) Not used to cause unnecessary human misery and physical destruction.
 - d. General provisions of the Law of Armed Conflict
 - (1) Fight only enemy combatants; safeguard noncombatants when possible. Civilians are immune from attack unless they are directly involved in the enemy's war fighting or war sustaining effort.
 - (2) Destroy no more than the mission requires.
 - (3) Treat all civilians humanely and respect their property; do not attack them.
 - (4) Collect and care for sick, wounded or shipwrecked survivors, be they friend or foe, on land or sea.

OUTLINE SHEET 1-09-1 (continued)

- (5) Do not attack enemy armed forces that surrender. Disarm them and turn them over to your superiors.
- (6) Prisoners of war (POW) are to be treated fairly and protected against violence.
- (7) Protect and respect chaplains, medical personnel, medical facilities, and medical transportation.
- (8) Attempt to prevent any violations of these rules.
- (9) Report any violations of the rules.

e. Discussion

3. Purpose and Articles of the Code of Conduct

a. Purpose

- (1) Provides American military personnel with a standard of conduct should the enemy capture them.
- (2) Applicable if captured during war or peace.

b. Articles of the Code of Conduct

- (1) Article I: *I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.*

As a member of the Navy, it is your duty to oppose enemies of the United States, whether in active combat or as a prisoner of war (POW).

- (2) Article II: *I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.*
 - (a) NEVER voluntarily surrender to enemy forces. If you become isolated and can no longer harm the enemy, attempt to evade capture and rejoin friendly forces.
 - (b) A commander does NOT have the authority to surrender his/her command while it has the ability to resist or evade the enemy.
- (3) Article III: *If I am captured I will continue to resist, by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.*
 - (a) Prisoners of war will resist the enemy and attempt to escape.

OUTLINE SHEET 1-09-1 (continued)

- (b) Do NOT make agreements with one's captors to fulfill a condition, such as a promise not to attempt escape, in return for favored treatment. Such agreements are called paroles.
- (4) Article IV: *If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any actions which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.*
 - (a) Actions that harm fellow prisoners are shameful.
 - (b) Do NOT help enemy personnel identify fellow prisoners that have knowledge that would be valuable.
 - (c) The senior line officer or noncommissioned officer within the prisoner of war camp will take command.
 - (d) All prisoners must support and work within the POW organization.
- (5) Article V: *When questioned, should I become a prisoner of war, I am required to give name, rank, service, number and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.*
 - (a) Prisoners of war may tell their captors about:
 - 1 Their health and welfare.
 - 2 Routine matters of camp administration.
 - (b) For prisoners of war, the following are forbidden:
 - 1 Oral and written confessions, whether true or false.
 - 2 Questionnaires
 - 3 Personal history statements
 - 4 Oral or written communication on behalf of the enemy, such as:
 - a Recordings and broadcasts
 - b Appeals to other prisoners
 - c Appeals for peace or surrender

OUTLINE SHEET 1-09-1 (continued)

- (c) It is against international law to subject prisoners to torture to secure information. However, if a prisoner is subject to such treatment, they must make every effort to avoid providing information.
- (6) Article VI: *I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.*
 - (a) Navy personnel who become prisoners of war have an obligation to remain loyal to the United States.
 - (b) Upon release, prisoners of war will have their actions reviewed regarding the circumstances of their capture and conduct while a prisoner, with consideration for the conditions of captivity.
- 4. Purpose and Provisions of the Geneva Convention of 1949
 - a. In 1949, an international convention in Geneva, Switzerland established rules for the treatment of prisoners of war. The agreements were to be followed by all nations.
 - b. Most countries of the world abide by the articles of the Geneva Convention.
 - c. This lesson summarizes some of the articles.
 - (1) Article 13
 - (a) Prisoners of war are to be:
 - 1 Treated humanely.
 - 2 Protected against insults and public curiosity.
 - (b) Prisoners of war are not to be:
 - 1 Murdered or exterminated.
 - 2 Subjected to torture or scientific experiments.
 - (2) Article 14--women shall be treated with all consideration due to their gender.
 - (3) Article 17--Punishment of prisoner for refusing to answer questions other than their name, date of birth, rate, and social security number is prohibited.
 - (4) Articles 25 through 28--Prisoners are to be provided decent housing, nourishing food, and adequate clothing.

OUTLINE SHEET 1-09-1 (continued)

- (5) Articles 30 and 31--Prisoners are to be given medical care.
- (6) Article 34--Prisoners shall be allowed to worship their god.
- (7) Article 38--Prisoners are allowed to exercise and participate in sports and intellectual pastimes.
- (8) Articles 71 and 72--Prisoners are permitted to communicate with their families.

d. Video

5. Relationship Between the Navy Core Values and Conduct During Armed Conflict

a. Law of Armed Conflict

- (1) Honor--During wartime, it is honorable to:
 - (a) NOT cause unnecessary human misery and destruction.
 - (b) LIMIT hostilities against civilian noncombatants.
- (2) Courage--Have the courage to defy others who desire to cause more destruction than the mission requires.
- (3) Commitment--Be committed to upholding the provisions of the Law of Armed Conflict.

b. Code of Conduct

(1) Honor

- (a) It is honorable to NEVER voluntarily surrender to enemy forces.
- (b) When a prisoner of the enemy, it COMPROMISES one's honor to:
 - 1 Make paroles with one's captors.
 - 2 Perform actions harmful to fellow prisoners.
 - 3 Help the enemy identify fellow prisoners that have valuable knowledge.
 - 4 Communicate with others on behalf of the enemy.
 - 5 Provide information useful to the enemy.

OUTLINE SHEET 1-09-1 (continued)

- (2) Courage--It is courageous to:
 - (a) OPPOSE the enemy, whether in active combat or as a prisoner of war.
 - (b) NEVER voluntarily surrender to enemy forces.
 - (c) REMAIN loyal to the United States, even when tortured by one's captors.
- (3) Commitment--Be committed to upholding the provisions of the Code of Conduct.

c. Geneva Convention of 1949

- (1) Honor--It is honorable to:
 - (a) Treat all prisoners of war, both men and women, humanely.
 - (b) Allow prisoners to:
 - 1 Worship their god.
 - 2 Participate in sports and intellectual pastimes.
 - 3 Communicate with their families.
- (2) Courage--Have the courage to confront others who are mistreating prisoners of war.
- (3) Commitment--Be committed to upholding the provisions of the Geneva Convention.

6. Summary and Review

7. Application

[illegible]

ASSIGNMENT SHEET 1-09-2

CONDUCT DURING ARMED CONFLICT

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 99 through 103

B. Study Questions

1. Article V of the Code of Conduct states that should you become a prisoner of war, you are required to give
2. The policy that prisoners of war are to be treated humanely at all times was established by the
3. One of the general provisions of the Law of Armed Conflict is to collect and care for
4. Ensuring that the violence of hostilities is directed at the enemy's military forces is the purpose of the
5. Under the Geneva Convention, what are captors required to provide to prisoners?
6. A purpose of the Code of Conduct is to provide fighting forces specific guidelines for in conflict.
7. According to Articles 71 and 72, in the provisions of the Geneva Convention, POW's are permitted to communicate with their
8. In what year did the international convention in Geneva establish rules for the treatment of prisoners?
9. Under Articles 25 through 28 of the Geneva Convention, prisoners are to be provided:
 - a.
 - b.
 - c.

OUTLINE SHEET 1-10-1

MILITARY CUSTOMS AND COURTESIES

A. Introduction

Naval customs and courtesies are based on traditions that express a respect for your country and shipmates. The world's navies developed them over many years. This lesson provides the knowledge needed to observe the customs and courtesies that are required of you as a member of the U.S. Navy.

B. Enabling Objective(s):

- 13.1 Identify the definitions of the terms "customs" and "courtesies."
- 13.2 Explain the purpose and procedures of the hand salute.
- 13.3 Identify the conditions when passing honors, side honors, and gun salutes are rendered.
- 13.4 Identify the procedures for performing the following military ceremonies:
 - a. Colors
 - b. Half-masting the ensign
 - c. Flag honors and honors to national anthems
 - d. Boarding, leaving, and crossing Naval vessels
- 13.5 Explain procedures for proper military etiquette.
- 23.10 Explain the relationship between the Navy Core Values and military customs and courtesies.

C. Topic Outline

- 1. Introduction
- 2. Definitions of the Terms Customs and Courtesies
 - a. Customs--behaviors that have been performed for such a long time that they have become common practice.
 - b. Courtesies--Acts or verbal expressions of consideration or respect for others.
 - c. Some courtesies, such as saluting, have become customs.
- 3. Purpose and Procedures of the Hand Salute
 - a. Purpose
 - (1) The hand salute is a common way of:
 - (a) Giving a courteous greeting.
 - (b) Showing respect to officers and the American flag.

OUTLINE SHEET 1-10-1 (continued)

- (2) Symbolizing respect for and pride in the military service and our country.

b. Procedures

- (1) In uniform, Navy personnel salute the anthem, the flag, and officers as follows:
 - (a) Come to attention and raise the right hand and arm smartly.
 - 1 The forearm should be inclined at a 45-degree angle and the upper arm should be parallel to the deck; the elbow is slightly in front of the body.
 - 2 The hand and wrist are in a straight line; the palm tilted slightly inward, fingers together and fully extended.
 - 3 The tip of the forefinger should touch the lower part of the headgear just above and to the right of the right eye.
 - (b) Complete the salute by dropping the arm to its normal position in one sharp, clean motion.
- (2) When walking, in a normal meeting situation, salute as follows:
 - (a) Move to face or turn your head and eyes toward the person to be saluted.
 - (b) Render salute when six paces from the person to be saluted.
 - 1 If more than six paces away, salute at the nearest point of approach.
 - 2 Thirty paces is maximum saluting distance.
 - (c) Accompany salute with a verbal greeting (Naval custom).
 - 1 Using the person's grade and last name; e.g., "Good Morning Captain (use proper name)" or:
 - 2 Sir or Ma'am; e.g., "Good Morning Sir."
 - (d) Hold salute until person saluted has passed or salute is returned.

c. Who to salute

- (1) Enlisted personnel must salute all officers:

OUTLINE SHEET 1-10-1 (continued)

- (a) United States
- (b) Foreign allied
- (c) U.S. Merchant Marine
- (d) Public Health Service
- (2) Some civilians, such as the president, because of their position in the chain of command.
- (3) An enlisted member performing a duty with the authority of an officer; for example, Officer of the Deck (OOD).
- d. When to salute
 - (1) Only when covered and in uniform.
 - (2) Aboard ship
 - (a) Upon every meeting, salute:
 - 1 Commanding Officer.
 - 2 Visiting officers (senior to the Commanding Officer).
 - (b) Salute other officers upon the first meeting of the day.
 - (3) In a group
 - (a) Not in ranks--All personnel come to attention and salute.
 - (b) In ranks--All personnel come to attention and the person in charge salutes.
 - (4) Overtaking an officer
 - (a) Move to the officer's left.
 - (b) When at the officer's side (abreast):
 - 1 Render a salute and request permission to pass with, "By your leave, sir/ma'am?"
 - 2 The officer responds, "Very well" and returns your salute.
 - 3 Complete salute and continue on your way.
 - (5) Sentries salute all officers approaching, passing close by, or departing.

OUTLINE SHEET 1-10-1 (continued)

- (6) Officers in official vehicles
 - (a) Staff cars operate with headlights and/or emergency flashers on.
 - (b) An admiral's staff car will have their personal flag flying from a staff located on the right-front fender.
- (7) Officers in civilian clothes
 - (a) Acknowledge them and render a salute with greeting.
 - (b) This is only done in the United States during peacetime, when in uniform.
- (8) When in doubt SALUTE!
- 4. Conditions when Passing Honors, Side Honors, and Gun Salutes are Rendered
 - a. Passing honors
 - (1) Rendered between Two Naval vessels.
 - (2) The junior vessel salutes the vessel containing the more senior officer.
 - b. Side honors--Rendered to officials or officers as they board and depart a ship.
 - c. Gun salutes--Rendered to high-ranking individuals, nations, and in celebration of national holidays.
- 5. Procedures for Performing Military Ceremonies (formal acts to respect our country)
 - a. Colors--The ceremonial hoisting and lowering of the national ensign, our national flag.
 - (1) Ceremony is conducted by a colors detail.
 - (a) Usually consists of two junior personnel (SR, SA, or SN) and one petty officer.
 - (b) Assigned from within the duty section and is listed on the watchbill.
 - (c) Uniform of the day is worn.
 - (2) Every shore command and ship that is not underway performs a colors ceremony twice a day.
 - (a) Morning colors--0800.

OUTLINE SHEET 1-10-1 (continued)

- (b) Evening colors--Sunset (listed in the Plan of the Day/Week).
- (c) The National Ensign is flown in front of the main building on the base or on the fantail of the ship.
- (d) Ships not underway also hoist and lower the union jack at morning and evening colors.
 - 1 Union jack is a replica of the blue star-studded field of the national ensign.
 - 2 On the jack staff at the ship's bow.
- (e) When a band is available (or audiotape), attention is sounded, followed by the playing of the national anthem.
 - 1 At morning colors, hoisting of the ensign begins when the music starts. Hoist smartly to the top.
 - 2 At evening colors, lowering of the ensign also starts at the beginning of the music, to be completed at the last note of the music.
- (f) If band or recording is not available, a bugler will play at colors.
- (g) If a band, recording, or bugler is not available, whistle signals for beginning and ending the hand salute will be sounded.
 - 1 one whistle blast signals "Attention"; render a hand salute.
 - 2 three whistle blasts signal "Carry On."
- (3) Ships underway do not hold morning or evening colors; the ensign flies day and night.
- (4) During colors, render the following honors:
 - (a) In ranks
 - 1 Personnel are called to attention.
 - 2 Person in charge of formation salutes until carry-on is sounded.
 - (b) Not in ranks, while in uniform
 - 1 Face the colors.
 - 2 Render hand salute until carry-on is sounded.

OUTLINE SHEET 1-10-1 (continued)

- (c) In a vehicle
 - 1 stop vehicle safely.
 - 2 Sit at attention.
 - 3 Do not salute.
 - 4 When carry-on is sounded, drive on.
- (d) In civilian clothes (or athletic attire)
 - 1 Face the colors, standing at attention.
 - 2 Place right hand/hat in hand over your heart until carry on is sounded.
- (e) No flag in sight
 - 1 Face direction of music.
 - 2 Render appropriate courtesy until carry on is sounded.
- b. Half-masting the ensign--internationally recognized symbol of mourning.
 - (1) Directed by the President to honor the dead.
 - (2) At morning colors, national ensign is hoisted smartly to the top of the flagstaff, then lowered ceremoniously to half-mast.
 - (a) "Attention" is sounded.
 - (b) Face the colors and render a hand salute.
 - (c) Hold salute until carry-on is sounded.
 - (3) At evening colors, the national ensign is hoisted smartly to the top of the flagstaff from half-mast, then lowered ceremoniously.
 - (a) Attention is sounded and a hand salute rendered before raising the flag to top of flagstaff from half-mast position.
 - (b) Hold salute until carry on is sounded.

OUTLINE SHEET 1-10-1 (continued)

- c. Flag honors and national anthem--Honors to the ensign and national anthem are rendered on occasions other than at colors.
 - (1) Flag honors (when flag is passing)
 - (a) National ensign passes as part of public ceremonies such as a parade, formal ceremony, or sports event.
 - (b) In uniform
 - 1 Come to Attention and salute as flag approaches.
 - 2 End salute when flag passes or national anthem ends.
 - (c) In civilian clothes
 - 1 Come to attention and place right hand, or hat in hand, over heart.
 - 2 Complete salute when flag _____/national anthem ends.
 - (2) Flag honors (when flag is in a fixed position)--When the national anthem is played, as at a ceremony or sporting event, honors are rendered.
 - (a) In uniform, face the national ensign and salute.
 - (b) In civilian clothes, place your right hand or your hat over your heart.
 - (c) Salutes are held from the first note of the anthem to the last.
 - (3) Flag honors for foreign nations
 - (a) When a foreign national anthem is played, follow the same courtesy procedures as for the U.S. national anthem.
 - (b) In a foreign port, U.S. ships play both anthems.
 - (c) The U.S. national anthem is played first followed by the host country's national anthem.

OUTLINE SHEET 1-10-1 (continued)

d. Boarding, leaving, and crossing Naval vessels

(1) Boarding your ship

(a) In uniform

- 1 When you reach the top of the brow, come to attention and face aft towards the national ensign (if flying) and salute.
- 2 Turn and face the Officer of the Deck (OOD) and salute. While holding the salute, show your ID Card and state, "I request permission to come aboard sir/ma'am." If the OOD is enlisted, a salute is still required.
- 3 When your salute is returned and permission is granted, proceed aboard.

(b) In civilian attire--Procedures are the same _____ for the requirement to salute.

(2) Boarding a ship other than your own or boarding your ship for the first time--In addition to normal boarding procedures, state the purpose of your business; e.g., reporting as ordered.

(3) Leaving your ship

(a) In uniform

- 1 Step onto the quarterdeck, face the Officer of the Deck (OOD), show your I.D. card, and salute.
- 2 State, "I request permission to leave the ship, sir/ma'am."
- 3 Upon receiving permission, step onto the brow, face aft, and salute the ensign, if flying.
- 4 Proceed ashore.

(b) In civilian attire--Procedures are the same except for the requirement to cross.

(4) Crossing another ship

- (a) Smaller ships sometimes nest alongside other ships.
- (b) You may have to cross several ships, side by side, to get to your ship or to reach shore.
- (c) Procedures are the same; however, you must request permission to crossover.

OUTLINE SHEET 1-10-1 (continued)

6. Procedures for Military Etiquette

a. Ship's quarterdeck rules of behavior

- (1) The quarterdeck is a ceremonial area. It should be treated with respect and honor.
- (2) When boarding, leaving, or crossing a Naval vessel, you will pass through the quarterdeck.
- (3) These rules apply:
 - (a) Always appear on the quarterdeck in complete uniform of the day, unless departing or returning from leave/liberty.
 - (b) Never smoke, eat, or drink on the quarterdeck.
 - (c) Do not lounge in or around the quarterdeck.
 - (d) Cross the quarterdeck only when necessary.

b. Passing through doorways

- (1) Let seniors go first.
- (2) When possible, hold door open.

c. Moving through passageways

- (1) In passageways step aside for seniors to pass.
- (2) When other juniors are present, call out "gangway" so everyone can make way for the senior.

d. Juniors show respect to seniors

- (1) Acknowledge presence, beginning with the most senior ranking person if more than one person is present.
- (2) Be courteous and respectful in speech and manner.
- (3) When accompanying officers, juniors walk/sit to the left of seniors.

e. Addressing and introducing Naval personnel

- (1) Customs, tradition, and social change determine the form of address or introduction of service members.
- (2) Navy officers are addressed or introduced by the title of their rank preceding their last name.

OUTLINE SHEET 1-10-1 (continued)

- (a) When addressing an officer whose rank includes a modifier (for example, lieutenant commander), the modifier (lieutenant) may be dropped.
 - (b) In prolonged conversation where repetition in replying would seem forced or awkward, use "sir" or "ma'am."
- (3) The Commanding Officer onboard ship is addressed as "Captain" regardless of rank.
- (4) Petty Officers are addressed and introduced by their respective title followed by their last name.
 - (a) Petty Officers in pay grades E-7, E-8, and E-9 are introduced and addressed as "Chief _____," prefixed by "Senior" or "Master" if appropriate.
 - (b) Petty officers in pay grades E-4 through E-6 are addressed and introduced as "Petty Officer _____."
 - (c) Sailors in pay grades E-3 and below are addressed by their last names in informal situations; in formal situations or introductions, last names are preceded by "Seaman," "Fireman," "Constructionman," or "Airman."
- (5) Introduce juniors to seniors.
- (6) The only proper response to an oral order is "Aye, aye, sir/ma'am" (or other applicable title).
 - (a) This reply means more than yes.
 - (b) It indicates, "I understand and will obey."
- 7. Relationship Between Navy Core Values and Military Customs and Courtesies
 - a. Honor--Be accountable for your personal and professional behavior. Salute all officers and colors when covered and in uniform.
 - b. Courage--Moral and mental strength to do what is right, even in the face of temptation. Salute even when others fail to show respect to officers and the national ensign.
- 8. Summary and Review
- 9. Application

[illegible]

ASSIGNMENT SHEET 1-10-2

MILITARY CUSTOMS AND COURTESIES

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 113 through 141

B. Study Questions

1. What is the purpose of a hand salute?
2. Salute only when covered and in
3. What document lists the time of evening colors?
4. At what time is morning colors held?
5. What is the first thing you should do when in uniform and boarding a Naval vessel that has the national ensign flying?
6. When in civilian clothes, how do you render honors during the national anthem?
7. When meeting an officer, salute when you are within paces.
8. When in ranks and an officer approaches, what is the proper procedure for saluting?
9. When walking, what do you say to request permission to pass an officer?
10. Salutes should be accompanied by a/an
11. Personnel assigned to a colors detail are listed on the
12. When rendering a hand salute, the forearm should be positioned at what angle?
13. Aboard ship, how many times a day do you salute the C.O.?
14. Do you salute officers in vehicles?

ASSIGNMENT SHEET 1-10-2 (continued)

15. Which vehicles do you salute?
16. How would you recognize the Admiral's staff car?
17. Define the term "customs."
18. Under what conditions are side honors rendered?
19. What three things are gun salutes used to honor?
 - a.
 - b.
 - c.
20. (TRUE/FALSE) When raising the ensign to half-mast during morning colors, hoist the flag halfway up the mast then secure the rigging.

OUTLINE SHEET 3-02-1

NAVY EQUAL OPPORTUNITY PROGRAM/DISCRIMINATION/ SEXUAL HARASSMENT/FRATERNIZATION

A. Introduction

Equal opportunity is provided for all personnel. This lesson provides an overview of the policy and defines commonly used terms.

B. Enabling Objective(s):

- 31.1 Identify equal opportunity terms.
- 31.2 Explain how social background affects prejudice and discrimination, including their relationship to race, color, religion, gender, age, national origin, ethnic background, or sexual orientation.
- 31.3 Identify extremist behavior groups and their beliefs.
- 31.4 Explain the Navy policy on participating in supremacist and discriminatory activities.
- 31.5 Identify types of behavior that are considered sexual harassment regardless of whether or not it is heterosexual or homosexual in nature.
- 31.6 Classify behavior by zones as related to sexual harassment.
- 31.7 Identify the responsibility of individuals who are sexually harassed.
- 31.8 Explain the Navy's policy on sexual harassment.
- 31.9 Explain the procedures for reporting sexual harassment/equal opportunity complaints.
- 31.10 Explain the procedures for resolving sexual harassment/equal opportunity complaints.
- 31.11 Identify the Navy's equal opportunity policy.
- 31.12 Explain the Navy's Command Managed Equal Opportunity (CMEO) program.
- 31.13 Explain personal responsibilities in dealing with equal opportunity.
- 23.24 Explain the relationship between the Navy Core Values and equal opportunity.
- 32.1 Explain fraternization in a Navy environment.

C. Topic Outline

- 1. Introduction

OUTLINE SHEET 3-02-1 (continued)

2. Equal Opportunity Terms

- a. Equal Opportunity (EO)--The right of all persons to participate in and benefit from programs and activities for which they are qualified.
- b. _____-An attitude, usually negative, about a group of people that is not based on fact.
- c. Discrimination-- Action based on one's prejudice; i.e., behavior that denies a person equal opportunity.
- d. Sexual Harassment: UNWELCOME sexual behavior directed toward someone.
 - (1) A form of discrimination.
 - (2) The behavior could be between members of the opposite or same gender and involves UNWELCOME:
 - (a) Sexual advances.
 - (b) Requests for sexual favors.
 - (c) Other verbal or physical sexual behavior.
 - (3) To be sexual harassment, the behavior must occur in the work environment.
- e. Work environment--The workplace or a work-connected place. Examples include:
 - (1) Offices
 - (2) Buildings
 - (3) Department of Defense installations
 - (4) Department of Defense ships, aircraft, or vehicles.
 - (5) Anywhere--When engaged in official business
 - (6) Command sponsored social, recreational, or sporting events
- f. Complainant: A service member or civilian who submits allegations of discrimination or sexual harassment.
- g. Formal complaint--Allegation of assault or sexual harassment that is submitted in writing through the chain of command.
- h. Informal complaint--Allegation of discrimination or sexual harassment that is made either in writing to the offending party or verbally, and is not submitted as a formal complaint.

OUTLINE SHEET 3-02-1 (continued)

- i. Informal Resolution System (IRS)--A system for resolving equal opportunity complaints at the lowest possible level in the chain of command.
- j. Stereotype--An exaggerated belief that goes beyond existing evidence; e.g., believing that all politicians are crooks.
- k. Reasonable person standard--A test used to determine if behavior is discrimination or sexual harassment.
 - (1) The test requires that a person take a reasonable point of view in the same circumstances as the complainant.
 - (2) When using this standard, if the behavior is offensive, it is considered discrimination or sexual harassment.
- l. Reprisal--Performing or threatening unfavorable actions, or withholding or threatening to withhold favorable actions, in response to a complaint of sexual harassment or discrimination e.g., unjustified:
 - (1) Reduction in evaluation marks.
 - (2) Increased duty assignments.
- m. Ethnic group--A group socially set apart by others because of cultural or nationality characteristics; e.g., American, Oriental, Polish.
- n. Race--A division of human beings identified by the possession of traits that are inherited from one's ancestors; e.g., Black, Hispanic, White.
- 3. Effects of Social Background on Prejudice and Discrimination
 - a. From birth, we gather information about our world to form our beliefs and attitudes. We learn from many sources:
 - (1) School
 - (2) Family
 - (3) Neighbors/friends
 - (4) Community
 - (5) Media (for example, books, movies, and TV)
 - b. Anytime you experience favorable or unfavorable feelings about a person not based on actual experience, you are guilty of prejudice. When you act upon these feelings, you are guilty of discrimination.

OUTLINE SHEET 3-02-1 (continued)

- c. Prejudices and discrimination cause individuals to exclude members of another race, color, religion, gender, age, national origin, ethnic background, or sexual orientation from:
 - (1) Employment
 - (2) Housing
 - (3) Political rights
 - (4) Educational opportunities
 - (5) Social interaction
- d. Prejudicial views can manifest into violent actions.
 - (1) For instance, a perception of homosexuality does not give an individual the right to act in a harassing or violent manner. Awareness of how prejudice can lead to harmful behavior helps us to prevent its occurrence.
 - (2) In October 1992, a Navy airman was beaten to death by two of his shipmates in a public restroom in Sasebo, Japan, due to rumors that he was a homosexual.
 - (3) Awareness of how prejudice can lead to harmful behavior helps prevent its occurrence.
- e. Responses to discrimination and violence may cause a "chip on the shoulder" attitude. Victims of discrimination can respond in one of two ways:
 - (1) Positively, for example:
 - (a) Participate in peaceful demonstrations.
 - (b) Study civil rights issues.
 - (2) Negatively, for example:
 - (a) Acting _____ against one's own group.
 - (b) Withdrawing from family and friends.
 - (c) Joining extremist behavior groups.

4. Extremist Behavior Groups

- a. Gangs--A group of persons organized for a common purpose, which often involves violation of the law.
- b. Supremacist groups--Organizations whose members believe they are superior to others by virtue of their race, ethnicity, religion, gender, or sexual orientation. A few of the most established groups include:

OUTLINE SHEET 3-02-1 (continued)

- (1) Klu Klux Klan (KKK)
 - (a) White supremacist group
 - (b) Anti-black and Semitic
- (2) Neo-Nazis
 - (a) White supremacist group
 - (b) Anti-black and Semitic
- (3) Skin Heads
 - (a) American Neo-Nazi group
 - (b) White supremacist group
 - (c) Anti-foreigners, Jews, and racial minorities
- (4) Al-Fuqra
 - (a) Muslim supremacist group
 - (b) Responsible for the first World Trade Center bombing in 1993
- 5. Navy Policy on Participating in Extremist and Discriminatory Activities
 - a. The Department of Defense is intolerant of organizations or activities that are discriminatory.
 - b. Navy personnel are prohibited from participating in organizations that:
 - (1) Support supremacist causes.
 - (2) Practice discrimination.
 - (3) Encourage the use of force or violence.
 - (4) Deprive others of their civil rights.
 - c. The term "participate" includes:
 - (1) Acts or conduct such as:
 - (a) Demonstrating
 - (b) Attending a rally

OUTLINE SHEET 3-02-1 (continued)

- (c) Fundraising
 - (d) Recruiting
 - (e) Training
 - (f) Organizing
 - (g) Leading
- (2) Engaging in activities that are detrimental to:
 - (a) Good order and discipline
 - (b) Mission accomplishment
- d. There will always be individuals with conflicting outside interests who would rather act secretly than conform to the Service's expectations. Their activities can have a devastating effect on the good order and conduct essential to the military. Such behaviors can result in disciplinary action or even discharge.
- e. Commanders have the authority to take disciplinary action, such as recommending separation from the Navy, against personnel who discriminate based on racism, sexual preference, etc.
- f. Stricter military standards are necessary to ensure a command climate that fosters respect for all individuals.
- 6. Types of Behavior that are Considered Sexual Harassment
 - a. Verbal sexual harassment
 - (1) Telling sexually explicit or homosexual jokes, epithets (abusive words or phrases), and making derogatory comments.
 - (2) Talking about sex, or sexual orientation; using sexually explicit or offensive language.
 - (3) Offering work-related benefits in return for submitting to sexual advances.
 - (4) Placing unwelcome pressure on someone for a date.
 - b. Physical sexual harassment
 - (1) Touching in a suggestive manner.
 - (2) Groping.

OUTLINE SHEET 3-02-1 (continued)

- c. Visual sexual harassment
 - (1) Giving a person unwelcome letters, cards, or gifts of a personal nature, particularly when these items have sexual overtones.
 - (2) Displaying sexually oriented or anti-homosexual posters, calendars, cartoons, or phrases.
 - (3) Displaying photos of nude people.
- 7. Types of Behavior that are Considered Sexual Harassment, Zones of Behavior as Related to Sexual Harassment, and Responsibilities of Individuals who are sexually Harassed
- 8. Navy's Policy on Sexual Harassment--Sexual harassment in the Department of the Navy, for both military and civilian personnel, is prohibited because it:
 - a. Causes hard feelings between co-workers.
 - b. Harms morale.
 - c. Interferes with productivity.
- 9. Procedures for Reporting Sexual Harassment/Equal Opportunity Complaints
 - a. Personnel who believe they are victims of sexual harassment and discrimination can report legitimate complaints, without fear of reprisal, by either a/an:
 - (1) Informal complaint
 - (a) Individuals should first attempt to resolve the complaint with the person(s) involved.
 - (b) Resolution of the conflict at the lowest level is strongly encouraged using the Informal Resolution System (IRS).
 - (c) There are three options in the IRS to reach a satisfactory resolution.
 - 1 Direct--Approach the person involved directly.
 - 2 Informal third party
 - a Request assistance from another person.
 - b Request to speak with the Command Managed Equal Opportunity (CMEO) Officer, Command Master Chief, or other personnel in the chain of command.

OUTLINE SHEET 3-02-1 (continued)

- c Request for Commanding Officer's Mast--If the complaint cannot be resolved with the other methods, submit a request in writing to speak to the CO.
 - 3 Request training--Request presentation of training materials to communicate inappropriate behavior.
- (d) If resolution of the informal complaint is still considered unsatisfactory, use the formal grievance procedures.
- (2) Formal complaint
 - (a) The Navy Equal Opportunity (EO) / Sexual Harassment (SH) Formal Complaint Form NAVPERS 5354/2) is the primary method to report an EO (discrimination or sexual harassment) formal complaint.
 - (b) If the grievance is against a superior other than the Commanding Officer, submit the formal complaint to the Commanding Officer. If the complainant considers the resolution unjust, a complaint can be submitted against the commanding officer.
 - (c) A complaint against the Commanding Officer should be:
 - 1 Prepared with legal assistance.
 - 2 Submitted via the chain of command in accordance with UCMJ Article 138, "Complaints of wrongs."
 - (d) While at Recruit Training Command, you will use the Grievance/Complaint Report, (RTC-GL 5350/4) Rev. 6/02.
 - 1 Each ship has a supply of complaint forms and pre-addressed envelopes on the quarterdeck.
 - 2 Most buildings at RTC have complaint forms and envelopes near their entrances.
 - 3 When completing this form:
 - a Be concise and accurate.
 - b Do not use profanity or slang.
 - 4 Seal the completed form in the pre-addressed envelope and place it in the grievance box located on the Quarterdeck.
 - 5 Reports are picked up daily by the Ship's Officer and delivered to the Fleet Commander.

OUTLINE SHEET 3-02-1 (continued)

- 6 The Fleet Commander will attempt to resolve the problem at their level.
 - b. Navy personnel will NOT knowingly make false accusations of sexual harassment. Persons reporting unfounded incidents will be punished.
10. Procedures for Resolving Sexual Harassment/Equal Opportunity Complaints
 - a. All reported incidents of sexual harassment will be investigated and resolved at the lowest appropriate level.
 - b. All incidents, whether formal or informal, will be investigated within three days of initial notification. Confidentiality will be maintained to the maximum extent possible.
 - c. The complainant should be notified that the:
 - (1) Investigation has begun.
 - (2) Complaint is resolved.
 - d. Counseling support and social services are made available for the personnel involved in incidents of sexual harassment.
 - e. Personnel found guilty of sexual harassment may receive one or more of the following:
 - (1) _____.
 - (2) Negative entries into evaluations.
 - (3) Punishment under the UCMJ, Article 92, "Failure to obey order or regulation."

For example, as a result of a Captains Mast for using racially explicit language, an airman recruit:

 - (a) Was required to forfeit ½ month's pay (\$596.00).
 - (b) Lost his/her nuclear clearance eligibility and was reclassified.
 - (c) Received an entry in his/her service record to document the misconduct.
 - (4) Separation from the Navy.
 - f. Military personnel shall be processed for administrative separation on the first substantiated incident of sexual harassment involving:
 - (1) Actions, threats, or attempts to influence another's career in exchange for sexual favors.

OUTLINE SHEET 3-02-1 (continued)

- (2) Physical contact of a sexual nature, which is a violation of the UCMJ.

11. Navy's Equal Opportunity Policy

- a. Provide equitable treatment and equal opportunity for all personnel.
- b. Equal opportunity shall apply without regard to:
 - (1) Race
 - (2) Ethnicity
 - (3) Religion
 - (4) Gender
 - (5) Sexual preference

12. Command Managed Equal Opportunity (CMEO) Program

- a. The Command Managed Equal Opportunity (CMEO) Program is a tool for commanding officers to:
 - (1) Communicate the Navy's Equal Opportunity and sexual harassment policies to their personnel
 - (2) Assess the level of equal opportunity within their command.
 - (3) Manage equal opportunity-related issues.
- b. The CMEO manager assists the commanding officer by:
 - (1) Overseeing the resolution of equal opportunity/sexual harassment problems
 - (2) Assesses the command's equal opportunity climate by examining factors such as:
 - (a) Morale
 - (b) Teamwork
 - (c) Communication
- c. Command EO assessments may be accomplished by:
 - (1) Group and/or individual interviews
 - (2) Observations

OUTLINE SHEET 3-02-1 (continued)

- (3) Surveys--Can be administered by a Command Assessment Team (CAT).
 - (4) Reviews of records and reports
- 13. Personal Responsibilities in Dealing with Equal Opportunity
 - a. You can promote equal opportunity by:
 - (1) Treating others with dignity and respect.
 - (2) Setting a positive example.
 - (3) Reporting only legitimate grievances to the chain of command.
 - b. Avoid public demonstrations that are against military rules and regulations, such as Ku Klux Klan rallies and parades.
- 14. Relationship Between the Navy Core Values and Equal Opportunity
 - a. Honor--All persons must be accountable for their behavior by treating others with respect and dignity. Everyone must be given the same chance to succeed.
 - b. Courage--Everyone must have the courage to report equal opportunity violations, even when faced with opposition from others.
 - c. Commitment--All persons must be committed to uphold Navy equal opportunity policies.
- 15. Fraternization in the Navy
 - a. Defined as personal relationships between seniors and subordinates that:
 - (1) Are unduly familiar.
 - (2) Do not respect the differences in grade or rank.
 - b. Fraternization could be between:
 - (1) Officer - Enlisted
 - (2) Senior officer - Junior Officer
 - (3) Senior enlisted - junior enlisted; e.g., Chief petty officer - E6 and below
 - (4) Instructor - student
 - c. Fraternization is gender-neutral. The key element is inappropriate relationships between seniors and subordinates.

OUTLINE SHEET 3-02-1 (continued)

- d. Fraternization is:
 - (1) Detrimental to good order and discipline.
 - (2) In violation of long-standing orders.
 - (3) Prohibited
- e. Fraternization could result in:
 - (1) The questioning of a senior's objectivity.
 - (2) Actual or perceived special treatment.
 - (3) Undermining the authority of a senior.
 - (4) Compromising the chain of command.
- f. Fraternization could involve:
 - (1) Dating
 - (2) Living together
 - (3) Sexual relations
 - (4) Business partnerships
- g. Fraternization may result in administrative or punitive action.
- h. Fraternization is NOT excused by a subsequent marriage of the offending parties.
- 16. Summary and Review
- 17. Application

NAVY EQUAL OPPORTUNITY PROGRAM/DISCRIMINATION/
SEXUAL HARASSMENT/FRATERNIZATION

[illegible]

ASSIGNMENT SHEET 3-02-2

NAVY EQUAL OPPORTUNITY PROGRAM/DISCRIMINATION/
SEXUAL HARASSMENT/FRATERNIZATION

A. Study Assignment

None

B. Study Questions

1. Define the term "equal opportunity."
2. What does the abbreviation "CMEO" stand for?
3. What is the "Informal Resolution System"?
4. A service member who submits allegations of discrimination is called the
5. (TRUE/FALSE) Your chain of command is responsible for maintaining the equal opportunity policy.
6. (TRUE/FALSE) The Command Managed Equal Opportunity Program is optional for each command.
7. Which Navy Core Value holds all persons accountable for their behavior?
8. What is the purpose of the Navy's Equal Opportunity policy?
9. (True/ False) As a member of the Navy, you have the right to communicate with the Commanding Officer concerning your equal opportunity complaints.
10. (TRUE/FALSE) It is the Navy member's responsibility to submit only legitimate complaints.
11. Which system should be used to resolve equal opportunity complaints at the lowest level possible?
12. Which form should recruits use to report an Equal Opportunity complaint?

ASSIGNMENT SHEET 3-02-2 (continued)

13. What are the two categories for reporting Equal Opportunity complaints?
 - a.
 - b.
14. How often are grievance forms collected from the ships at RTC?
15. At RTC, who collects grievance forms from the ships and delivers them to the Fleet Commander?
16. How many days after initial notification of an equal opportunity complaint will an investigation begin?
17. List three sources from which we gather information to form our beliefs and attitudes.
 - a.
 - b.
 - c.
18. Define the term "prejudice."
19. Define the term "discrimination."
20. List three negative responses that could result from being a victim of discrimination.
 - a.
 - b.
 - c.
21. (TRUE/FALSE) Navy personnel are permitted to participate in organizations that practice discrimination.
22. (TRUE/FALSE) Commanders have the authority to recommend separation from the military for service members that are involved with extremist groups.
23. Define the term "ethnic group."

ASSIGNMENT SHEET 3-02-2 (continued)

24. Which Navy Core Value reflects your responsibility to report all violations of discrimination, even when faced with opposition?
25. What are the three conditions that must be present for a behavior to be sexual harassment?
 - a.
 - b.
 - c.
26. Define the term "stereotype."
27. How are the colors red, yellow, and green used in relation to behavior that might be sexual harassment?
 - a. Red
 - b. Yellow
 - c. Green
28. What should a person do if they are sexually harassed?
29. Define the term "fraternization."
30. Give an example of behavior that is fraternization.
31. (TRUE/FALSE) Charges of fraternization will be excused if the offending parties get married.
32. What type of punishments can a person guilty of sexual harassment receive?
33. Define the term "sex discrimination."
34. Give an example of behavior that is sexual discrimination.

INFORMATION SHEET 3-03-1

**RAPE and SEXUAL ASSAULT AWARENESS
COUNSEL AND ADVOCATE IN A RECRUIT ENVIRONMENT (CARE) PROGRAM**

A. Introduction

This information is provided to give you a better understanding of how CARE can help you.

B. Reference

Counsel and Advocate in a Recruit Environment (CARE) Program,
RTCINST 6200.1

C. Information

1. Background

- a. The CARE Program was established to assist recruits having trouble due to distressing personal backgrounds. These recruits often require individual, direct motivational counseling and guidance in addition to that delivered by the Recruit Division Commander (RDC).
- b. Information disclosed during CARE counseling is regarded as "privileged" and not "confidential."

2. Discussion

- a. If you are experiencing difficulty concentrating on training due to a traumatic event that happened before entering the Navy, CARE counselors are available to speak with you. They will assist you with generating the internal motivation needed to make it through basic training and inform you of available resources.
- b. Traumatic events that CARE counselors will talk to you about include rape, molestation, sexual assault, recent loss of a loved one, abortion, or other personal crises that are preventing you from focusing on the requirements of basic training.
- c. CARE counselors WILL NOT talk to you about "A" school, homesickness, individual ratings, fleet experiences, recruiters, or RDCs (unless they have violated the Navy's sexual harassment, equal opportunity, or discrimination policies).
- d. For situations beyond their training, CARE counselors will refer you to a qualified specialist.

OUTLINE SHEET 1-01-1

BASIC SEAMANSHIP, PART 1--NOMENCLATURE

A. Introduction

As a person new to the fleet, you will have to know basic deck terminology in order to communicate with others. Basic knowledge about the ship is a requirement for successful performance of your job. The information in this lesson will help you understand the new surroundings on your first ship.

B. Enabling Objective(s)

- 1.1 Explain the purpose and characteristics of the following deck seamanship equipment:

- | | |
|------------------|-------------------------|
| a. Pier | i. Lifelines |
| b. Mooring lines | j. Anchor |
| c. Bollards | k. Hawsepipe |
| d. Bitts | l. Anchor chain |
| e. Chocks | m. Anchor windlass |
| f. Rat guards | n. Brow |
| g. Cleats | o. Accommodation ladder |
| h. Fenders | |

- 1.2 Identify the definitions of terms related to the structure of Navy ships:

- | | |
|-----------------|----------------|
| a. Hull | k. Starboard |
| b. Keel | l. Outboard |
| c. Weather deck | m. Inboard |
| d. Fantail | n. Waterline |
| e. Forecastle | o. Freeboard |
| f. Bridge | p. Draft |
| g. Bow | q. Trim |
| h. Stern | r. List |
| i. Centerline | s. Quarterdeck |
| j. Port | |

- 1.3 Identify basic signal flags and pennants.

- 2.1 Explain the personal actions taken if you see a person fall overboard.

- 22.1 Explain how teamwork relates to man overboard procedures

- 23.1 Explain the relationship between the Navy Core Values and basic seamanship nomenclature.

C. Topic Outline

1. Introduction

2. Deck Equipment Terminology

- a. _____--A structure extending from land out into the water that provides a mooring for ships.

OUTLINE SHEET 1-01-1 (continued)

- b. Mooring lines
 - (1) Used to _____ a ship to a pier or another ship.
 - (2) When a ship is moored it can be:
 - (a) Made fast to a _____.
 - (b) Secured to a pier or another ship with mooring lines.
- c. Bollard--Post on the pier, over which the ship's mooring line is placed.
- d. _____--A pair of metal posts on the deck of the ship; used mainly to belay (secure) the mooring lines.
- e. Chocks--Fittings on the deck of the ship, through which mooring lines are led.
 - (1) Three types of chocks:
 - (a) Open--Open at the _____.
 - (b) Closed--Closed by an arch of metal across the top.
 - (c) Roller--Contains rollers to _____ friction.
 - (2) When the ship is moored, mooring lines run from the bitts on the deck, through the chocks, and out to the pier.
- f. _____ guards--Metal disks that are secured to a mooring line to prevent rats from traveling over the mooring lines and onto the ship.
- g. Cleats--Pair of projecting horns used for belaying line or wire.
- h. Fenders--_____ devices used to prevent contact between the ship and pier or another ship.
- i. Lifelines--Used to _____ personnel from falling overboard.

SAFETY NOTE: Do NOT _____ on lifelines.
- j. Anchor--A device, dropped by chain, used to prevent or restrict the motion of the ship. Weight may vary from 30 lbs. to 30 tons.
- k. Hawsepipe--Guides the _____ chain through the deck and out the side of the ship.
- l. Anchor chain--Metal links that connect the anchor to the ship.
 - (1) Links are connected to make up a _____ of chain. A standard shot is fifteen fathoms long (fathom = 6 feet).

OUTLINE SHEET 1-01-1 (continued)

(2) SAFETY NOTES

(a) As a warning when the anchor is dropped, the next to the last shot is painted _____. The last shot is painted red.

(b) Do NOT _____ over the anchor chain.

m. Anchor windlass--A mechanical system used to raise the ship's anchor and to handle lines or wires.

(1) The _____ engages the links of the anchor chain.

(2) There are two types of windlasses:

(a) Vertical

1 Used on _____ ships

2 Has _____ for handling lines/wires

(b) Horizontal

1 Used on amphibious and auxiliary ships

2 Has _____ heads for handling lines/wires

n. Brow--A ramp between ships or between a _____ and a pier, that gives personnel access to the ship.

o. Accommodation ladder--A _____ of steps rigged and lowered from a ship to provide access to a small boat or pier.

3. Terms Related to the Ship's Structure

a. Hull--The outer _____ of the ship.

b. Keel--"_____" of the ship's hull.

c. _____ deck--Any deck exposed to the elements.

d. Fantail--The after end of the _____.

e. Forecastle (pronounced "FOHKSUL")--The _____ end of the main deck.

f. Bridge--A space in the ship's _____ from where personnel command the ship. Underway watch station for the Officer of the Deck.

g. Bow--The _____ most part of the ship.

h. Stern--The _____ most part of the ship.

OUTLINE SHEET 1-01-1 (continued)

- i. Centerline--An _____ line running down the middle of the ship from bow to stern.
 - j. Port--Left of the centerline when facing _____.
 - k. Starboard--_____ of the centerline when facing forward.
 - l. Outboard--Toward the _____ of the ship.
 - m. Inboard--Toward the ship's _____.
 - n. Waterline--The water level along the _____ of the ship.
 - o. Freeboard--The distance from the waterline to the weather deck.
 - p. Draft--The _____ from the keel to the waterline. Measured by draft markings located at the bow and the stern of the ship.
 - q. Trim--The difference between the _____ and aft draft.
 - r. List--Port or starboard _____ of a vessel; i.e., the ship leans to one side.
 - s. _____--Location designated by the Commanding Officer as a place to carry out official functions. This is the inport watchstation for the OOD.
4. Signal Flags and Pennants
- a. Used to visually _____ messages to other ships and small boats.
 - b. Aboard ship, signal flags and pennants are flown on flag hoists using lightweight lines called _____.
 - c. Types of flags and pennants
 - (1) Alfa--_____ in the water. Keep well clear and travel at slow speeds.
 - (2) Bravo--Taking in, discharging, or handling _____ materials (e.g., fuel, ammunition).
 - (3) Foxtrot--Flight operations in progress, fixed wing aircraft.
 - (4) Hotel--_____ operations in progress, helicopter.
 - (5) India--In port or at anchor, _____ to come alongside.
 - (6) Kilo--Men working aloft. All _____ and _____ antennas in the vicinity are to be secured.

OUTLINE SHEET 1-01-1 (continued)

- (7) Oscar--Man overboard. All _____ muster with their divisions.
- (8) Papa--General recall. All personnel return to the ship.
- (9) Quebec--Boat recall. All small boats return to the ship.
- (10) Romeo--At sea, flown by a ship preparing to replenish.
- (11) Third Substitution--Flown from the flag hoist when the _____ is not aboard
- (12) Union Jack--Starred blue flag flown on the jack staff at the bow of a _____ ship that is not underway.

5. Man Overboard Procedures

- a. Any person who sees someone go overboard immediately sound the alarm, "_____, _____, port (starboard) side."
 - (1) Point _____ at the man overboard. Continue pointing until personnel on the bridge have the man overboard in sight.
 - (2) Throw a life ring or life _____ into the water, if possible. Keep the person in sight.
- b. The _____ of the Deck (OOD) will maneuver the ship to a recovery position. At the same time, word is passed twice over the 1MC announcing system, "Man overboard, man overboard, port (starboard) side. All personnel muster with your divisions."
- c. Six or more short blasts are sounded on the ship's whistle.
- d. All personnel muster with your _____.
- e. The _____ will hoist the Oscar flag.
- f. Film

6. Relationship Between Teamwork and Man Overboard Procedures

- a. All crewmembers must work together to successfully recover a man overboard.
- b. _____ or ship crew observes a crewmember go over the side and immediately alerts the ship by calling out "Man Overboard."
- c. The OOD directs _____ of the ship to perform search and recovery operations.
- d. _____ alerts other ships by raising the Oscar flag.

OUTLINE SHEET 1-01-1 (continued)

7. Relationship Between Navy Core Values and Seamanship Nomenclature

Commitment--Be committed to know and understand how to use shipboard terminology in order to:

- a. _____ the ship's deck and structure.
- b. Recognize flags and pennants and their meanings.
- c. _____ to emergency.

8. Summary and Review

9. Application

BASIC SEAMANSHIP, PART 1--NOMENCLATURE

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or legal stationery. The background is a solid off-white color, and there are no margins, text, or other markings present.

ASSIGNMENT SHEET 1-01-2

BASIC SEAMANSHIP PART 1--NOMENCLATURE

A. Study Assignment

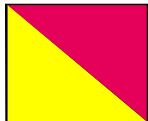
The Bluejacket's Manual, Centennial Edition, pages 228 through 235, 242, 243, 352, 360, 361, and 404 through 423

B. Study Questions

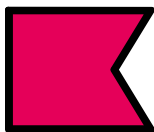
1. What deck equipment is the mooring line led through before going out to the pier?
2. What piece of deck equipment consists of a pair of horns and is used for belaying line or wire?
3. What piece of deck equipment is used to raise the anchor?
4. On what post on the pier are mooring lines placed?
5. What deck gear is used to prevent personnel from falling overboard?
6. The part of the ship designated for official functions is called the
7. The "fantail" of a ship is defined as the
8. The "backbone" of the ship is called the
9. Any deck exposed to the elements is called a/an
10. The port and starboard incline of a ship is known as
11. The term "centerline" is defined as a/an
12. The "draft" of a ship is defined as the distance from the
13. The water level along the hull of the ship is known as the
14. If you are on a ship and looking forward, to your right is

ASSIGNMENT SHEET 1-01-2 (continued)

15. The forward end of the main deck is called the
16. What two walkways can be used to give personnel access to the ship?
 - a.
 - b.
17. Why would a ship fly this flag?



18. The Captain is NOT aboard the ship. Which signal flag should be flying?
19. What is occurring aboard ship when this flag is flying?



20. What must all personnel do when the word is passed twice over the 1MC, "Man overboard, man overboard, port (starboard) side?"
21. What is the responsibility of the following persons when someone falls overboard?
 - a. Sailor who observes a person go over the side
 - b. Officer Of the Deck
 - c. Quartermaster

OUTLINE SHEET 1-02-1
BASIC SEAMANSHIP, PART 2--LINES, WIRE ROPES,
SMALL BOATS, AND SOUND-POWERED TELEPHONES

A. Introduction

This lesson provides the basic information about lines and wire ropes that you will need for the basic seamanship laboratories. During your Navy career, you will be working or riding in small boats. This lesson discusses the types of small boats used by the Navy and the safety precautions for small boat passengers. In addition, this lesson will also teach you about sound-powered telephones. They are one of the most commonly used communication devices aboard ship.

B. Enabling Objective(s):

- 4.1 Identify the types, characteristics, and sizes of lines and wire ropes.
- 4.2 Identify the purpose of a square knot and bowline.
- 4.3 Tie a Square knot and bowline using small stuff.
- 4.4 Explain the procedures to secure equipment for sea.
- 4.5 Explain the definitions of basic line handling and anchoring terms.
- 3.1 Identify the types, purposes, and characteristics of small boats.
- 3.2 Identify the safety precautions applicable to a passenger in a small boat
- 23.2 Explain the relationship between the Navy Core Values and basic seamanship lines, wire ropes, and small boats.
- 5.1 Identify the purpose and characteristics of the sound-powered telephone system and its components.
- 5.2 Identify the purpose and the pronunciations of the phonetic alphabet and numbers.
- 5.3 Identify the terms associated with sound-powered telephone communication and their meanings.
- 5.4 Explain the procedures for sending and receiving messages using a sound-powered telephone.
- 5.5 Perform the procedures to break out, don, connect, test, operate, and secure a sound-powered telephone headset.

C. Topic Outline

- 1. Introduction
- 2. Types and Characteristics of Lines and Wire Ropes
 - a. Natural fiber line

OUTLINE SHEET 1-02-1 (continued)

- (1) Manila--Superior to any other natural fibers in these four ways:
 - (a) _____
 - (b) _____
 - (c) Ease of _____
 - (d) Resistance to _____
 - (2) Marline
 - (a) Commonly used aboard ship.
 - (b) Dark _____.
 - (c) Made of two-strand, left-lay, tarred _____.
 - (3) _____--Used for tying down objects.
- b. Synthetic fiber (man-made) line--Most large lines aboard ship are made of synthetic fibers; i.e., mooring lines.
- (1) Polyester
 - (a) _____ in appearance.
 - (b) Almost as strong as _____, but has less stretch ability.
 - (c) Used for halyards, and other applications requiring strength and _____ stretch.
 - (2) _____
 - (a) White and shiny; feels slick.
 - (b) Almost _____ times stronger than manila line of the same size.
 - (c) If nylon line is stretched between 40% to 65% of its original length, it will part. Upon parting, it will return instantaneously to its original length (_____) with deadly force.
- c. Wire rope
- (1) Made by twisting long steel wires around a _____.
 - (2) Uses include _____, _____, and cranes.

OUTLINE SHEET 1-02-1 (continued)

3. Size of Lines and Wire Ropes
 - a. Line less than 1¼ inches in circumference is called "small stuff." Marline is an example of _____; designated by name with no reference to size.
 - b. Fiber lines are identified by their _____ and type; e.g., 2-inch manila, 3-inch nylon.
 - c. Any line over 5 inches in circumference is called "_____."
 - d. Wire rope is measured by its _____.
4. Procedures to Secure Equipment for Sea
 - a. When going to sea, you will need to secure equipment to prevent damage from rough waters. How equipment is secured depends on the gear and the place of stowage.
 - (1) Use line strong enough to hold the equipment. Make sure the line is in good condition.
 - (2) Belay the objects from at least _____ points that are near the object.
 - (3) Secure all objects tightly against something _____ (such as a bulkhead).
 - (4) Use _____ gear on sharp corners and rough surfaces.
 - (5) Frequently check all secured lines and tighten as necessary.
 - b. SAFETY NOTES
 - (1) Never secure a line to electrical cables, small pipes, electric motors, lifeline stanchions, or anything not solidly secured.
 - (2) Never block access to vents, fireplugs, switches, valves, doors, or hatches.
 - c. Video
5. Basic Line Handling and Anchoring Terms
 - a. Ways to make line/rope ready for use
 - (1) _____--Laying the line up in circles, roughly one on top of the other.
 - (2) _____--Laying the line out in long, flat bights, one alongside the other. The main advantage of working with line that is faked down is that it runs off more easily.

OUTLINE SHEET 1-02-1 (continued)

- (3) _____ down--Starting with one end, lay circles of line on the deck, in a tight spiral.
- b. Alongside--By the side of a _____ or _____.
- c. _____--An area designated to be used by ships for anchoring.
- d. Anchors aweigh--When the ship's anchors are clear of the _____ and the ship bears the weight of the anchor.
- e. _____ gear--Material used to protect a line from excessive wear.
- f. _____ _____--Single sections of line between the ship and the pier.
- g. _____ _____ _____--Mooring lines are placed over the same bollard; the second line is led up through the eye of the first; allows either line to be cast off without disturbing the other.
- h. Double up--Double sections of line between the ship and pier.
- i. Belay--To secure a line to a _____ point, such as a cleat.
- j. Cast off--An order to let go, or throw off, _____ lines from a bollard.
- k. Check--To ease out just enough line to _____ it from parting under strain.
- l. _____ around--To pull in a line.
- m. Avast--Stop, as in "avast heaving around"; i.e., _____ pulling in line.
- n. Heave--To throw.
- o. Heaving line--A small line with a _____ ball at one end. The heaving line is thrown across a space; e.g., from the ship to pier, so that a mooring line can be pulled across.
- p. Pay out--To feed out or _____ a line.
- q. _____--To allow a line to run out.
- r. _____ nest--Excess mooring line is wrapped around the bitts to prevent trip hazards and surface abrasion of the line.
6. Types, Purposes, and Characteristics of Small Boats
 - a. The Navy has thousands of boats ranging in size from 9 feet to 135 feet.

OUTLINE SHEET 1-02-1 (continued)

- b. A small craft is called a _____ if it is not able to make regular, independent voyages on the high seas.
- c. Boats are used mainly to _____ personnel and cargo.
- d. Boat quantity and use are determined by ship _____.
- e. Types of boats
 - (1) Rigid hull inflatable boat (_____)
 - (a) Versatile.
 - (b) Serves as a standard ship's boat.
 - (2) Utility boat--Can be used as a:
 - (a) _____ boat--Exploring unfamiliar area; taking soundings.
 - (b) Diver _____--Keeping watch on divers as they work.
 - (3) Personnel boat--Used to transport _____.
 - (4) Captain's gig--Any boat designated for the _____ personal use.
 - (5) _____ barge--Any boat designated for the personal use of a flag officer. The admiral's barge will have a black hull.

7. Small Boat Passenger Safety

- a. All _____ in boats being hoisted or lowered shall wear:
 - (1) Properly secured _____, inherently buoyant life preservers (kapok).
 - (2) Safety _____ with the chinstraps buckled.
- b. Inherently buoyant life preservers (_____) should be readily available for all members of the crew and passengers.
- c. Always wear a life preserver during rough _____ conditions.
- d. _____ or open flames are prohibited.
- e. Do NOT _____ the boat.
- f. No more than _____ people are allowed to ride in the coxswain's flat at one time. Personnel allowed are the:

OUTLINE SHEET 1-02-1 (continued)

- (1) _____ (enlisted person in charge of boat).
 - (2) Boat officer or _____ line officer.
8. Relationship Between the Navy Core Value's and Basic Seamanship, Lines, Wire Rope, and Small Boats

Commitment
 - a. Be committed to learn about lines, wire rope, and basic line handling terms to facilitate marlinespike seamanship skills.
 - b. Be committed to learn safety procedure regarding small boats.
9. Purpose and Characteristics of Sound-Powered Telephone System
 - a. Sound-powered telephones are extensively used aboard ship for _____ communications.
 - b. They operate from the _____ of the user's voice thus the name "sound-powered" telephone; they have no batteries or external power source.
 - c. Aboard ship, groups of _____-_____ telephones are organized into circuits.
 - (1) Each ship has various self-contained _____.
 - (2) The _____ of the ship determines the number of circuits.
 - (3) Each _____ has a control station where a person monitors and manages communications.
 - d. There are _____ types of sound-powered telephones:
 - (1) Handsets
 - (2) Headsets
10. Components of Sound-Powered Telephone (Headset)
 - a. _____--Operator speaks into this component to send a message.
 - b. Transmitter button--Must be depressed to send messages.
 - c. Receivers
 - (1) _____ messages.
 - (2) Can be used to send messages if the transmitter fails.

OUTLINE SHEET 1-02-1 (continued)

- d. Headband
 - (1) Holds _____ over the ears.
 - (2) Adjustable band.
 - e. Yoke--Holds _____ in front of mouth.
 - f. _____--Supports the yoke.
 - g. Neck _____--Supports breastplate.
 - h. Cord--_____ transmitter and receivers to the jack.
 - i. Jack--Plugs into jack box to connect headset to the circuit.
11. Phonetic Pronunciation of Alphabet and Numbers
- a. Avoids _____ between letters and numbers that sound alike.
 - b. Standard terminology used throughout the Armed Forces of the United States.
 - c. Alphabet

(1) a = ALFA (AL-fah)	(14) n = NOVEMBER (nov-VEM-ber)
(2) b = BRAVO (BRAH-voh)	(15) o = OSCAR (OSS-cah)
(3) c = CHARLIE (CHAR-lee)	(16) p = PAPA (pah-PAH)
(4) d = DELTA (DELL-ta)	(17) q = QUEBEC (kay-BECK)
(5) e = ECHO (ECK-oh)	(18) r = ROMEO (ROW-me-oh)
(6) f = FOXTROT (FOKS-trot)	(19) s = SIERRA (see-AIR-rah)
(7) g = GOLF (GOLF)	(20) t = TANGO (TANG-go)
(8) h = HOTEL (hoh-TELL)	(21) u = UNIFORM (YOU-nee-form)
(9) i = INDIA (IN-dee-ah)	(22) v = VICTOR (VIK-tah)
(10) j = JULIETT (JEW-lee-ett)	(23) w = WHISKEY (WISS-key)
(11) k = KILO (KEY-loh)	(24) x = X-RAY (ECKS-ray)
(12) l = LIMA (LEE-mah)	(25) y = YANKEE (YANG-key)
(13) m = MIKE (MIKE)	(26) z = ZULU (ZOO-loo)
 - d. Numbers

(1) 1 = Wun	(6) 6 = Six
(2) 2 = Too	(7) 7 = Seven
(3) 3 = Tree	(8) 8 = Ate
(4) 4 = Fo-wer	(9) 9 = Niner
(5) 5 = Fife	(10) 0 = Zero

OUTLINE SHEET 1-02-1 (continued)

12. Terms Associated With Sound-Powered Telephone Communication

- a. "_____ "--Used by the talker at control to find if stations are manned and ready.
- b. "On the line"
 - (1) Used to establish _____ immediately after plugging in the phone.
 - (2) Tells all talkers on the _____ that you are ready to communicate.
- c. "Silence on the line"
 - (1) Used in emergencies to _____ a message already in progress, so a vital message can be sent; e.g., reporting a fire.
 - (2) May be used by the control telephone talker to maintain circuit _____.
- d. "Belay my last"--Used to cancel a message before it is completed and acknowledged.
- e. "Affirmative"--Used in response to a message requiring a "_____" answer.
- f. "Negative"--Used in response to a message requiring a "no" answer.
- g. "Wait one"--Used to respond to a message that the receiving talker cannot answer immediately.
- h. "Request permission to change phone talkers"--Used by a sound-powered telephone talker to request permission to be relieved by _____ phone talker.
- i. "Back on the line"--Used to indicate that a station has rejoined the circuit.
- j. "_____ "--Used when the message was not understood or a portion or the entire message was missed.
- k. "Request permission to secure phones"--Informs the control station that the reporting station is requesting to secure.

13. Procedures for Sending and Receiving Messages

- a. Sending
 - (1) Three parts:
 - (a) Name of _____ being called.

OUTLINE SHEET 1-02-1 (continued)

(b) _____ your station.

(c) Send the message.

(2) There is no time lapse between naming the station you called and the end of message. Example: "____--bridge, secure the brow."

b. Receiving

(1) Three parts:

(a) Repeat back the order or the report to the _____ verbatim, so the sender knows that you heard the message correctly.

(b) _____ your station.

(c) Acknowledge a message sent to you by saying "aye."

(2) Example: "Secure the brow, quarterdeck, aye."

14. Summary and Review

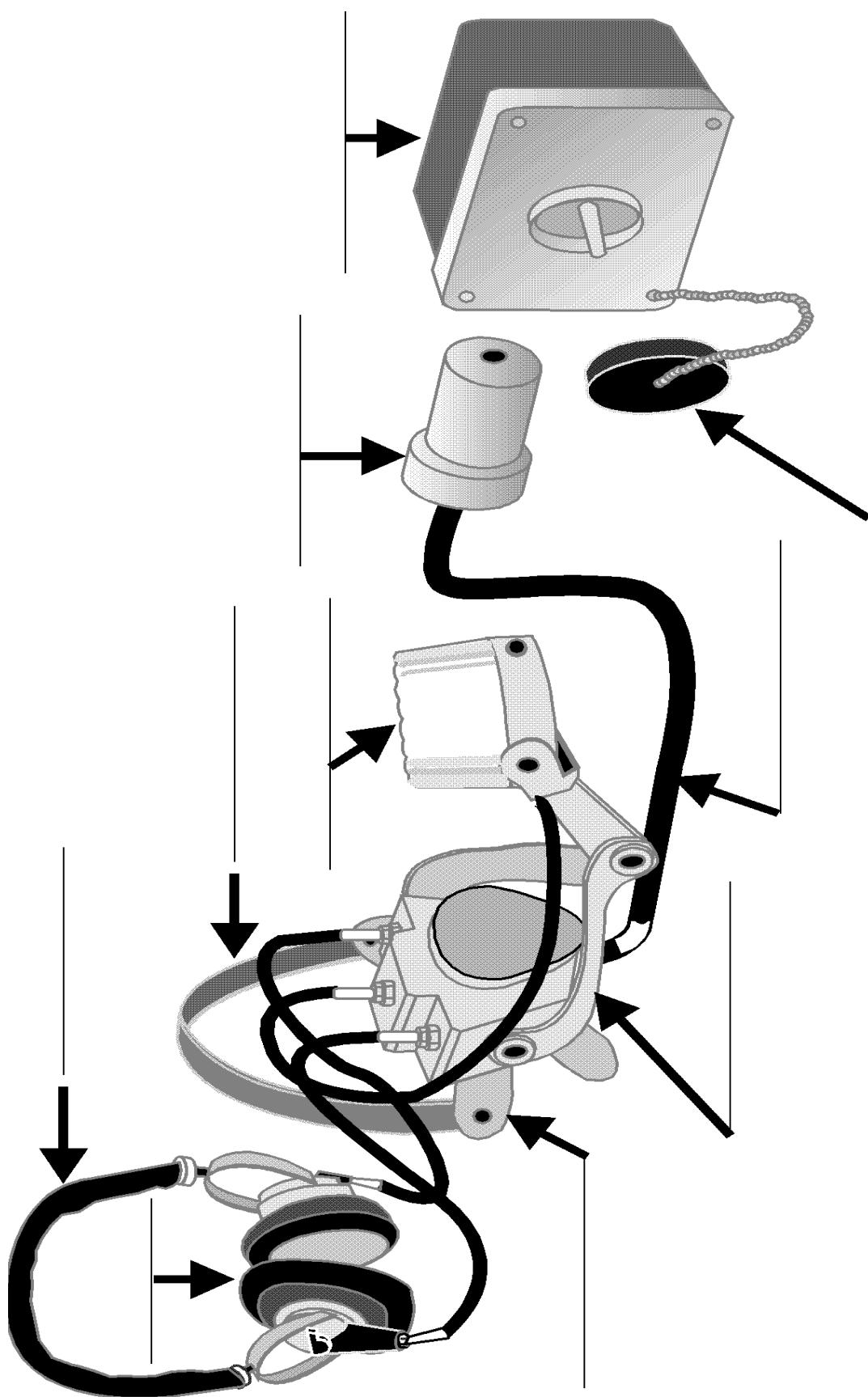
15. Application

BASIC SEAMANSHIP, PART 2--LINES, WIRE ROPES,
SMALL BOATS, AND SOUND-POWERED TELEPHONES

[illegible]

DIAGRAM SHEET 1-02-2

SOUND-POWERED TELEPHONES (HEADSET)



ASSIGNMENT SHEET 1-02-3

BASIC SEAMANSHIP, PART 2--LINES, WIRE ROPES,
SMALL BOATS, AND SOUND-POWERED TELEPHONES

A. Study Assignment

The *Bluejacket's Manual*, Centennial Edition, pages 345, 404, 411, through 416, and 445; Appendix K; and 491 through 502

B. Study Questions

1. What term describes mooring lines being placed over the same bollard so that either line can be cast off without disturbing the other?
2. Laying circles of line on the deck in a tight spiral is called
3. Laying a line down in circles, roughly one on top of the other is called down.
4. Laying a line down in long, flat bights, one alongside of the other is called down.
5. The seamanship term that means to allow a line to run out is
6. To "pay out" a line means to
7. To "heave" a line means to
8. The line handling term "belay" means to
9. Line less than $1\frac{3}{4}$ inches in circumference is called
10. What is the seamanship term that describes when a ship is by the side of a pier or ship?
11. Any line over 5 inches in circumference is called
12. Which seamanship term describes when the ship's anchor is clear of the bottom and the ship bears the weight of the anchor?

INFORMATION SHEET 1-02-3 (continued)

13. Any boat designated for the CO's personal use is called a/an
14. What is the term for wrapping the excess mooring line around the bitts for safety reasons?
15. Which type of small boat is sometimes used as a diver tender?
16. The term "single up" means to
17. When riding in a small boat, what is the maximum number of persons allowed to ride on the coxswain's flat?
18. What is the strongest natural fiber line?
19. The term "double up" means to
20. Any boat designated for the personal use of a flag officer is called a/an
21. When securing an object aboard ship for sea, the object must be secure against something
22. When securing an object aboard ship for sea, the object must be tied down to at least points.
23. Which station monitors and manages communications on a sound-powered telephone circuit?
24. What are the two types of sound-powered telephones?
 - a.
 - b.
25. To operate the transmitter, depress the
26. The sound-powered telephone transmitter is positioned from the user's mouth.

INFORMATION SHEET 1-02-3 (continued)

27. The purpose of the phonetic alphabet is to
 - a. avoid confusion between slang terms.
 - b. avoid confusion between letters and numbers that sound alike.
 - c. create a separate communication language.
 - d. simplify the use of different communication systems.
28. What terminology is used by the sound-powered telephone control talker to maintain circuit discipline?
29. What are the three steps for sending a sound-powered telephone message?
 - a.
 - b.
 - c.
30. When securing a sound-powered telephone, the cable should be coiled into loops.
31. If the transmitter fails, which component of a sound-powered telephone may be used to send messages?

OUTLINE SHEET 5-02-1

LINE HANDLING LABORATORY 1

A. Introduction

In this laboratory, you will learn two basic knots that will commonly be used during your Navy career. You will be preparing a heaving line to throw from the ship to a pier, or from a pier back to the ship. You will be preparing a mooring line for use by coiling, faking, and flemishing. This lesson discusses the procedures for securing for sea, and the safety precautions to be followed when securing equipment. In addition, you will learn the procedures to break out, don, connect, test, operate, and secure a sound-powered telephone.

B. Enabling Objective(s):

- 4.4 Tie the square knot and bowline using small stuff.
- 4.5 Make up and heave a heaving line.
- 22.12 Explain the relationship between teamwork and line handling to get the ship underway and moor the ship to the pier.
- 4.6 As a line handling team member, perform basic line handling procedures to:
 - a. Make a line ready for use by coiling, faking, and flemishing down.
 - b. Take in mooring lines from the pier in preparation for getting the ship underway.
 - c. Moor a ship to a pier.
- 5.5 Perform the procedures used to break out, don, connect, test, operate, and secure a sound-powered telephone headset.
- 23.28 Explain the relationship between the Navy Core Values and line handling to get the ship underway and moor the ship to the pier.

C. Topic Outline

- 1. Introduction
- 2. Tie a Square Knot and Bowline
 - a. _____--Used to tie two lines of the same size together.
 - b. Bowline--Used to attach a:
 - (1) Heaving line to a mooring line.
 - (2) Line to a pad eye or ring.
- 3. Make up and Heave a Heaving Line
 - a. Place the ball approximately 18 inches from your palm, and coil the remainder of the line in 10-inch coils.

OUTLINE SHEET 5-02-1 (continued)

- b. Separate the coiled line in both hands, leaving the ball in your throwing hand.

SAFETY NOTE: Before heaving the line to the pier you must warn, "Heads up on deck. Heads up on pier. One-thousand-one, one-thousand-two, one-thousand-three."
 - c. Throw the heaving line side arm, out at a 45-degree angle.
4. Relationship Between Teamwork and Line Handling to Get the Ship Underway and Moor the Ship to the Pier--As a team:
 - a. Insure all lines are ready.
 - b. _____ all commands.
 - c. Follow line handling safety procedures.
5. Make a Line Ready for Use
 - a. Coil down--Lay the line in circles, roughly on top of itself. Do not keep the line in a perfect circle.
 - b. _____--Starting with one end, spiral the line tightly.
 - c. Fake down--Lay the line out in approximately 10-foot lengths. When you get to the end, make a loop and overlap it. Continue this until all line is faked.
6. Procedures to Break Out, Don, Connect, Test, Operate, and Secure a Sound-Powered Telephone
 - a. Break out and don
 - (1) Remove _____-_____ telephones from storage box.
 - (2) Grasp headset and coiled cord in one hand and unhook the neck _____.
 - (3) Place the _____ strap around your neck and fasten it to the breastplate.
 - (4) Unwind the coiled _____.
 - (5) Straighten out any bends, tangles, or loops in the cord. Do NOT drop the jack on the deck.
 - (6) _____ headset and cord for damage.
 - (a) Look for loose, broken, or missing parts.
 - (b) _____ cord for nicks or cuts in the insulation.

OUTLINE SHEET 5-02-1 (continued)

- (c) Replace if _____.
- (7) Using both hands, place headband and receivers over your head. Adjust headband until comfortable.
- (8) Adjust yoke so the transmitter is about one inch from the mouth.
- b. _____ to circuit and test
 - (1) Connect sound-powered phone to the jack box.
 - (a) Remove the dust cover on jack box.
 - (b) Push jack into jack box and turn collar clockwise until jack is tight.
 - (2) Test the phone by _____ the transmitter button and calling another station on the circuit.
 - (3) If the phone does not work, tell your _____ and use another phone.
- c. Operate--Use proper:
 - (1) _____ pronunciation of letters and numbers
 - (2) Terminology
 - (3) Procedures for sending and receiving messages
- d. Secure
 - (1) Say on the line, "Request permission to secure phone." Secure phone only when permission is obtained from the _____ station.
 - (2) Remove jack from jack box and place it on the deck.
 - (3) Replace _____ cover over the jack box.
 - (4) Remove the headband and receivers.
 - (5) Hang headband and receivers over yoke.
 - (6) Starting from the _____, coil the cord into 8-inch loops.
 - (7) Place coiled cord on _____.
 - (8) _____ neck strap and wrap it around the cord 2 or 3 times. Rehook neck strap to the breastplate.
 - (9) Restow phones in storage box.

OUTLINE SHEET 5-02-1 (continued)

7. Line Handling Procedures

- a. Take in mooring lines in preparation for getting the ship underway
 - (1) _____ the special sea and anchor detail. All shipboard personnel report to their stations.
 - (2) When all personnel are on station and ready to get underway, make _____ and _____ reports to the bridge via sound-powered phones.
 - (3) Sound-powered phone talkers must establish _____ (i.e., perform phone checks) between their station and the bridge.
 - (4) Remove bird's nest.
 - (a) Line _____ orders shipboard line handlers to remove bird's nest down to figure-eight turns and fake line down on deck.
 - (b) CAUTION: Removing the figure-eight turns will let the doubled section go slack and can cause snapback condition on all lines.
 - (5) Single up all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.
 - (b) Line captain orders ship line _____, "Remove figure eights and round turn slack line." When there is enough slack to remove line from bollard, order, "Avast slack."
 - (c) Line captain orders pier line handlers, "Cast off line #." Pier line handlers remove the _____ eye from the bollard.
 - (d) Line captain orders ship line handlers, "_____ around line #."
 - (e) When line is through chock, line captain makes report to the POIC, "Line # _____ up."
 - (f) POIC relays message to OOD on bridge via sound-powered phone talker
 - (g) Line captain orders, "_____ down line."

OUTLINE SHEET 5-02-1 (continued)

- (6) Take in all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain _____ order.
 - (b) Line captain orders ship line handlers, "Remove figure eights and round turn slack line." When there is enough slack to remove line from bollard, order, "_____ slack."
 - (c) Line captain orders pier line handlers, "Cast off line #." Pier line handlers remove eye from the bollard.
 - (d) Line captain orders ship line handlers, "Heave around line #."
 - (e) When eye of mooring line is through chock, line captain makes report to the POIC, "Line # on deck."
 - (f) POIC relays message to OOD on the bridge via sound-powered phone talker.
 - (g) Line captain orders, "Fake down line."
- (7) Shift colors when the last line is cast off bollard.
- b. Moor the ship to the pier
 - (1) Prepare for _____ port.
 - (2) When all personnel are on station and ready to moor the ship, make manned and ready reports to bridge via sound-powered phones.
 - (3) Make up heaving line and prepare mooring line.
 - (a) Line captain orders shipboard line handlers to place an eye of the mooring line through chock and lay it over the top of lifeline.
 - (b) Make up heaving line and belay it to mooring line using a _____.
 - (4) Over all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.
 - (b) Line captain gives command to line handler, "Heave line to pier."

OUTLINE SHEET 5-02-1 (continued)

- (c) Ship line handler that is heaving the line:
 - 1 Warns, "_____ up on deck. Heads up on pier. One-thousand-one, one-thousand-two, one-thousand-three."
 - 2 Heaves the line to the pier.
- (d) Line captain orders:
 - 1 Ship line handlers to "Pay out line #."
 - 2 Pier line handlers to "Heave around on line #." Pier line handlers heave around.
- (e) When enough line is out to the pier, line captain orders ship line handlers, "Avast paying out."
- (f) Pier line handlers place the eye of the mooring line over the bollard.
- (g) Shift colors when first mooring line is over bollard.
- (h) Line captain orders ship line handlers, "Put a round turn clockwise on the bitt closest to the chock." When completed and hands are clear of bitts, "Heave around line #." (Repeat until line is tight.)
- (i) Line captain orders ship line handlers, "Put _____ figure eights on the bitts."
- (j) Line captain makes report to the POIC, "Line # singled up."
- (k) Automatically prepare to double up by placing second eye of line through chock; make up second heaving line and attach to eye using bowline.
- (5) Double up all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.
 - (b) Line captain gives command to line handler, "Heave line to pier."
 - (c) Ship line handler that is heaving the line:
 - 1 Warns, "Heads up on deck. Heads up on pier. One-thousand-one, one-thousand-two, one-thousand-three."
 - 2 Heaves the line to the pier.

OUTLINE SHEET 5-02-1 (continued)

- (d) Line captain orders ship line handlers to "Pay out line #."
- (e) Pier line handlers will heave around on line #.
- (f) When enough line is out to the pier, line captain orders ship line handlers, "Avast paying out."
- (g) Pier line handlers dip the eye and place the mooring line over the bollard.
- (h) Line captain orders ship line handlers, "Put a round turn clockwise on the bitt closest to the chock."
- (i) Ensure line handlers keep mooring lines tight. Line captain orders ship line handlers, "Fill bitts with figure eights."
- (j) Line captain makes report to the POIC, "Line # doubled up."
- (k) Automatically _____ nest the remainder of the line starting from the top and working around both bitts. Place any line that will not go around between the figure eights and the bird's nest.
- (l) POIC relays message to OOD on bridge via sound-powered phone talker.

(6) Secure the sea and anchor detail.

- 8. Relationship Between the Navy Core Values and Line Handling to Get the Ship Underway and Moor the Ship to a Pier

Commitment

- a. Be committed to understanding the line handling commands and procedures for getting underway and mooring.
- b. Be committed to understanding safety precautions.

- 9. Summary and Review

- 10. Application

LINE HANDLING LABORATORY 1

[illegible]

ASSIGNMENT SHEET 5-02-2

LINE HANDLING LABORATORY 1

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 404, through 416

B. Study Questions

1. What is the purpose of the square knot?
2. List two uses of a bowline knot aboard ship.
 - a.
 - b.
3. What are the three methods used to make a line ready for use?
 - a.
 - b.
 - c.
4. Throw the heaving line at a-degree angle.
5. Make manned and ready reports to the bridge via the
6. Explain how to flemish down a line.
7. Pier line handlers place the eye of the mooring line over the
8. When in port, from where on the ship is the union jack flown?
9. When underway, from where on the ship is the national ensign flown?
10. What safety procedure must be performed before heaving a mooring line from the ship to the pier?

JOB SHEET 5-02-3

LINE HANDLING PROCEDURES

A. Introduction

Line captains will use this Job Sheet when commanding line handlers to get a ship that is moored to the pier underway, then re-moor the ship to the pier.

B. Equipment

1. Blue hardhats, one per line captain
2. Yellow hardhats, one per POIC

C. Reference

1. *Naval Ships' Technical Manual, Chapter 582, Mooring and Towing*, S9086-TW-STM-010, Revision 1

D. Safety Precautions

1. Beware of trip hazards, falling material, stanchions, lifelines, and nonskid deck.
2. Remove watches and rings.
3. If concerned for your safety or the safety of a shipmate, signal a Training Time Out.

E. Job Steps

1. Take in Mooring Lines in Preparation for Getting the Ship Underway
 - a. The word will be passed over the 1MC general announcing system, "All hands make preparations for getting underway. Now station the special sea and anchor detail. Make manned and ready reports to the OOD on the bridge."
 - (1) Line captain orders line handlers, "Remove bird's nest and fake down line."
 - (2) Ensure that line handlers do NOT remove figure eights.
 - (3) When the last of the bird's nest has been removed from the bitts, order line handlers, "Avast removing bird's nest."
 - (4) When line has been faked down, "Fall in."
 - (5) Report to the POIC, "Line # manned and ready."

JOB SHEET 5-02-3 (continued)

- b. When the POIC orders, "Single Up Line #," reply, "Single up line #, aye."
 - (1) Line captain orders the shipboard line handlers, "Remove figure eights and round turn slack line."
 - (2) When there is enough slack to cast off, order shipboard line handlers, "Avast slack."
 - (3) Order the pier line handlers, "Cast off line #."
 - (4) When the line is off the bollard and clear of pier personnel, order shipboard line handlers, "Heave around line #." Repeat, "Heave around line #."
 - (5) When eye of mooring line is through chock, report to POIC, "Line # singled up." (Ensure POIC repeats back.)
 - (6) Order line handlers:
 - (a) "Fake down line," when completed....
 - (b) "Flip bights," when completed....
 - (c) "Fall in."
- c. When the POIC orders, "Take in line #," reply, "Take in line #, aye."
 - (1) Line captain orders shipboard line handlers, "Remove figure eights and round turn slack line."
 - (2) When there is enough slack to cast off, order shipboard line handlers, "Avast slack."
 - (3) Then order the pier line handlers, "Cast off line #."
 - (4) When the line is off the bollard and clear of pier personnel, order shipboard line handlers, "Heave around line #." Repeat, "Heave around line #."
 - (5) When eye of mooring line is through chock, report to POIC, "Line # on deck." (Ensure POIC repeats back.)
 - (6) Order line handlers, "Fake down line."
 - (7) When completed, order line handlers, "Fall in."
2. Mooring the Ship to the Pier
 - a. The word will be passed over the 1MC general announcing system, "All hands make preparations for entering port. Station the special sea and anchor detail. Make manned and ready reports to the OOD on the bridge."

JOB SHEET 5-02-3 (continued)

- (1) The line captain orders shipboard line handlers, "Put the eye through the chock; hang it over the lifeline. Belay heaving line to messenger using bowline. Prepare heaving line for heaving."
 - (2) After preparations are complete, order line handlers, "Fall in."
 - (3) When on station and ready, report to POIC, "Line # manned and ready."
- b. When POIC orders, "Over line #," reply, "Over line #, aye."
- (1) Line captain orders shipboard line handlers, "Heave line # to pier."
 - (2) Ensure proper warning is given, "Heads up on deck, heads up on pier, 1001, 1002, 1003." Ensure line is heaved up and out at 45-degree angle, straight across towards pier.
 - (3) After heaving line reaches the pier, order shipboard line handlers, "Pay out line #."
 - (4) When mooring line reaches bollard, "Avast paying out."
 - (5) After eye is over bollard, "Put a round turn clockwise on the bitt closest to the chock."
 - (6) When completed and hands are clear of bitts, "Heave around line #." (Repeat until the line is tight.)
 - (7) Order line handlers, "Put 4 figure eights on the bitts."
 - (8) When completed, report to POIC, "Line # singled up." (Ensure POIC repeats back.)
 - (9) Line captain will immediately prepare to double up by ordering line handlers, "Put second eye through the chock; hang it over the lifeline. Belay heaving line to messenger using bowline; prepare heaving line for heaving."
 - (10) When complete, order line handlers, "Fall in."
- c. When POIC orders, "Double up, line #," reply, "Double up line #, aye."
- (1) Line captain orders line handlers, "Heave line # to pier." (Ensure warning is given.)
 - (2) When heaving line is on pier, "Pay out line #."
 - (3) After mooring line reaches the bollard, "Avast paying out."

JOB SHEET 5-02-3 (continued)

- (4) Order pier personnel, "Dip the eye line #."
- (5) After eye is dipped, order line handlers, "Put a round turn clockwise on the bitt closest to the chock."
- (6) When completed and hands are clear of bitts, "Heave around line #."
- (7) When line is tight, "Fill bitts with figure eights."
- (8) When completed, report to POIC, "Line # doubled up."
(Ensure POIC repeats back.)
- (9) Then, "Immediately bird's nest line #."
- (10) Order line handlers, "Bird's nest line from top to bottom."
- (11) When bird's nest is completed, "Fall in."

OUTLINE SHEET 5-03-1

MARLINESPIKE TOUR AND LINE HANDLING LABORATORY 2

A. Introduction

This laboratory will provide you with more intense hands-on training for mooring a ship to the pier and taking in mooring lines in preparations for getting the ship underway. The tour of the USS MARLINESPIKE will help you understand some of the shipboard conditions and familiarize you with the equipment learned from the Basic Seamanship classes.

B. Enabling Objective(s):

- 1.1 Explain the purpose and characteristics of the following deck seamanship equipment:

- | | |
|------------------|-------------------------|
| a. Pier | i. Lifelines |
| b. Mooring lines | j. Anchor windlass |
| c. Bollards | k. Hawsepipe |
| d. Bitts | l. Anchor chain |
| e. Chocks | m. Anchor |
| f. Rat guards | n. Brow |
| g. Cleats | o. Accommodation ladder |
| h. Fenders | |

- 1.2 Identify the definitions of terms related to the structure of Navy ships:

- | | |
|-----------------|----------------|
| a. Hull | k. Starboard |
| b. Keel | l. Outboard |
| c. Weather deck | m. Inboard |
| d. Fantail | n. Waterline |
| e. Forecastle | o. Freeboard |
| f. Bridge | p. Draft |
| g. Bow | q. Trim |
| h. Stern | r. List |
| i. Centerline | s. Quarterdeck |
| j. Port | |

- 2.1 Explain the personal actions taken if you see a person fall overboard.

- 4.6 As a line handling team member, perform the procedures to:

- a. Make a line ready for use by coiling, faking, and flemishing down.
- b. Take in mooring line from a pier in preparation for getting the ship underway.
- c. Moor a ship to a pier.

Note: Enabling Objectives 22.12 (teamwork) and 23.28 (Navy Core Values) are reviewed in this lesson.

OUTLINE SHEET 5-03-1 (continued)

C. Topic Outline

1. Introduction
2. Teamwork and Navy Core Values
3. Marlinespike Deck Orientation
 - a. Pier
 - (1) Bollards are found on the pier.
 - (2) The ship's mooring lines are placed over the bollards.
 - b. Anchor and chain--When dropped from the ship, the anchor restricts the motion of the ship.
 - c. Ship's accommodation ladder
 - (1) The ship's accommodation ladder is used to gain access to the quarterdeck from the pier. There will be a quarterdeck watch to grant permission to come aboard the ship.
 - (2) When at anchor, the accommodation ladder is rigged to the side of the ship with a platform at the bottom where small boats can tie up.
 - d. Ship's weather decks
 - (1) The decks of the ship are exposed to the weather.
 - (2) Weather decks have non-skid to prevent slipping, sliding, and injury due to falling.
 - (3) Items normally found on the weather deck include:
 - (a) Bitts, chocks, and cleats--Used for mooring.
 - (b) Sound-powered telephones/boxes--Used to stow sound-powered phones for communicating during various ship's evolutions, for example:
 - 1 General quarters
 - 2 Refueling
 - 3 Underway replenishment
 - (c) Watertight hatches and scuttles
 - (d) Life rings--Mounted on the bulkhead for easy access.

OUTLINE SHEET 5-03-1 (continued)

- (4) Man overboard procedures
 - (a) Any person who sees someone go overboard immediately sound the alarm, "Man overboard, man overboard, port (starboard) side."
 - 1 Throw a life ring or life jacket into the water, if possible. Keep the person in sight. If a dye marker is available, drop it into the water.
 - 2 Point directly at the man overboard. Continue pointing until the personnel on the bridge have the man overboard in sight.
 - (b) The officer of the deck (OOD) will maneuver the ship to a recovery position. At the same time, the word is passed twice over the LMC announcing system, "Man overboard, man overboard, port (starboard) side.
 - (c) Six or more short blasts are sounded on the ship's whistle.
 - (d) All personnel will muster with their divisions."
 - (e) The quartermaster will hoist the Oscar flag
- e. Forecastle
 - (1) Is a weather deck forward of the superstructure.
 - (2) The following equipment may be located on the forecastle:
 - (a) Anchor windlass and controls
 - (b) Anchor chain and securing gear
 - (c) Jack staff--From which the Union Jack (starred blue flag) flies when the ship is not underway.
- f. Communication equipment
 - (1) Signal lights and flags are used to visually communicate messages to other ships and small boats.
 - (2) Signal flags are raised on a flag hoist using light lines called halyards.
- g. Bridge (pilothouse)--Personnel on the bridge have operational control of the ship, including navigation, while underway.
- 4. Line Handling Procedures
 - a. Take in mooring lines in preparation for getting the ship underway

OUTLINE SHEET 5-03-1 (continued)

- (1) Station the special sea and anchor detail. All shipboard personnel report to their stations.
- (2) When all personnel are on station and ready to get underway, make manned and ready reports to the bridge via sound-powered phones.
- (3) Sound-powered phone talkers must establish communications (i.e., perform phone checks) between their station and the bridge.
- (4) Remove bird's nest.
 - (a) Line captain orders shipboard line handlers to remove bird's nest down to figure-eight turns and fake line down on deck.
 - (b) **CAUTION:** Removing the figure-eight turns will let the doubled section go slack and can cause snapback condition on all lines.
- (5) Single up all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.
 - (b) Line captain orders ship line handlers, "Remove figure eights and round turn slack line." When there is enough slack to remove line from bollard, order, "Avast slack."
 - (c) Line captain orders pier line handlers, "Cast off line #." Pier line handlers remove the dipped eye from the bollard.
 - (d) Line captain orders ship line handlers, "Heave around line #."
 - (e) When line is through chock, line captain makes report to the POIC, "Line # singled up."
 - (f) POIC relays message to OOD on bridge via sound-powered phone talker
 - (g) Line captain orders, "Fake down line."
- (6) Take in all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.

OUTLINE SHEET 5-03-1 (continued)

- (b) Line captain orders ship line handlers, "Remove figure eights and round turn slack line." When there is enough slack to remove line from bollard, order, "Avast slack."
- (c) Line captain orders pier line handlers, "Cast off line #." Pier line handlers remove eye from the bollard.
- (d) Line captain orders ship line handlers, "Heave around line #."
- (e) When eye of mooring line is through chock, line captain makes report to the POIC, "Line # on deck."
- (f) POIC relays message to OOD on the bridge via sound-powered phone talker.
- (g) Line captain orders, "Fake down line."
- (7) Shift colors when the last line is cast off bollard.
- b. Mooring the ship to the pier
 - (1) Prepare for entering port.
 - (2) When all personnel are on station and ready to moor the ship, make manned and ready reports to bridge via sound-powered phones.
 - (3) Make up heaving line and prepare mooring line.
 - (a) Line captain orders shipboard line handlers to place an eye of the mooring line through chock and lay it over the top of lifeline.
 - (b) Make up heaving line and belay it to mooring line using a bowline.
 - (4) Over all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.
 - (b) Line captain gives command to line handler, "Heave line to pier."
 - (c) Ship line handler that is heaving the line:
 - 1 Warns, "Heads up on deck. Heads up on pier. One-thousand-one, one-thousand-two, one-thousand-three."
 - 2 Heaves the line to the pier.

OUTLINE SHEET 5-03-1 (continued)

- (d) Line captain orders:
 - 1 Ship line handlers to "Pay out line #."
 - 2 Pier line handlers to "Heave around on line #."
Pier line handlers heave around.
- (e) When enough line is out to the pier, line captain orders ship line handlers, "Avast paying out."
- (f) Pier line handlers place the eye of the mooring line over the bollard.
- (g) Shift colors when first mooring line is over bollard.
- (h) Line captain orders ship line handlers, "Put a round turn clockwise on the bitt closest to the chock." When completed and hands are clear of bitts, "Heave around line #." (Repeat until line is tight.)
- (i) Line captain orders ship line handlers, "Put four figure eights on the bitts."
- (j) Line captain makes report to the POIC, "Line # singled up."
- (k) Automatically prepare to double up by placing second eye of line through chock; make up second heaving line and attach to eye using bowline.
- (5) Double up all lines.
 - (a) Order received through sound-powered phones, given to POIC, and relayed to line captain. Line captain acknowledges order.
 - (b) Line captain gives command to line handler, "Heave line to pier."
 - (c) Ship line handler that is heaving the line:
 - 1 Warns, "Heads up on deck. Heads up on pier. One-thousand-one, one-thousand-two, one-thousand-three."
 - 2 Heaves the line to the pier.
 - (d) Line captain orders ship line handlers to "Pay out line #."
 - (e) Pier line handlers will heave around on line #.
 - (f) When enough line is out to the pier, line captain orders ship line handlers, "Avast paying out."

OUTLINE SHEET 5-03-1 (continued)

- (g) Pier line handlers dip the eye and place the mooring line over the bollard.
- (h) Line captain orders ship line handlers, "Put a round turn clockwise on the bitt closest to the chock."
- (i) Ensure line handlers keep mooring lines tight. Line captain orders ship line handlers, "Fill bitts with figure eights."
- (j) Line captain makes report to the POIC, "Line # doubled up."
- (k) Automatically bird nest the remainder of the line starting from the top and working around both bitts. Place any line that will not go around between the figure eights and the bird's nest.
- (l) POIC relays message to OOD on bridge via sound-powered phone talker.

(6) Secure the sea and anchor detail.

c. Review

5. Marlinespike Internal Tour

a. Anchor windlass room

- (1) The space contains:
 - (a) Electric motor--Provides motive power to operate the windlass.
 - (b) Power panels--Electrical controls.
 - (c) Chain locker--For storing the anchor chain.
- (2) SAFETY PRECAUTIONS
 - (a) Stay away from the power panels; you may be shocked or electrocuted.
 - (b) Beware of moving machinery.

b. Watertight doors (WTDs)

- (1) With individual dogs
- (2) Quick acting

c. Berthing compartment

OUTLINE SHEET 5-03-1 (continued)

- (1) All compartments aboard ship are designed to make the best use of available space and berthing compartments are no exception.
- (2) Common items in berthing compartments include:
 - (a) Stand up lockers for military and civilian clothes storage
 - (b) Bunk and locker combination (coffin locker)
 - (c) Emergency escape breathing devices (EEBDs)--Provide oxygen for wearer to escape from a smoke-filled compartment.
- (3) Berthing compartments have more than one entrance/exit for emergencies.
- d. Boatswain's locker--Used to store line and other deck related gear.
- e. Repair locker
 - (1) Functions of a repair locker include:
 - (a) Stowage of equipment needed for firefighting and repair of the ship.
 - (b) Command and control center for the fire party.
 - (2) The size and function of the ship determine the number of repair lockers on board.
- f. Paint locker--A flammable liquid stowage space.

D. Summary and Review

E. Application

MARLINESPIKE TOUR AND LINE HANDLING LABORATORY 2[illegible]

ASSIGNMENT SHEET 5-03-2

MARLINESPIKE TOUR AND LINE HANDLING LABORATORY 2

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 360, 361 and 411 through 416

B. Study Questions

1. What equipment is stored in the boatswain's locker?
2. What equipment is stored in a repair locker?
3. Emergency escape breathing devices (EEBDs) are stored in compartments.
4. The Union Jack is flown from ships that are not
5. Signal flags are flown using light lines called
6. If a person falls overboard, a signalman will hoist the flag.
7. List three pieces of equipment located on a ship's forecastle.
 - a.
 - b.
 - c.
8. The ship's bridge can also be called the
9. What is the purpose of an EEBD?
10. What ship's space is the command center for a fire party?

OUTLINE SHEET 3-04-1

FAMILY PLANNING AND CARE POLICIES

A. Introduction

The Navy's policies governing pregnancy and family care responsibilities are vital to ensure readiness and mission accomplishment. This lesson describes personal responsibilities in planning for a family, policies for pregnant servicewomen, and care for family members in respect to single parents or in cases where both parents are in the military.

B. Enabling Objective(s):

- 34.1 Identify your personal responsibility for planning a family.
- 34.2 Identify the personal, financial, and professional considerations for planning a family.
- 35.1 Explain servicewomen's responsibilities regarding pregnancy.
- 35.2 Explain the Navy's responsibility to provide obstetrical care.
- 35.3 Explain the Navy policy for separating pregnant servicewomen from the Navy.
- 35.4 Explain the Navy policy for the assignment of pregnant servicewomen.
- 35.5 Explain the Navy policy for post-delivery convalescent leave.
- 35.6 Explain the Navy family care policy.
- 35.7 Explain the consequences for failing to maintain an up-to-date family care plan.
- 23.26 Explain the relationship between the Navy Core Values and meeting family obligations.

C. Topic Outline

- 1. Introduction
- 2. Personal Responsibility for Planning a Family
 - a. It's _____ too early to plan. You may currently be:
 - (1) Single and not thinking about it.
 - (2) Single and seriously thinking about it.
 - (3) Recently _____.
 - (4) Married for awhile.

OUTLINE SHEET 3-04-1 (continued)

- b. Regardless of your marital status, start thinking about the affects of becoming a parent now. You should identify your:
 - (1) Resources
 - (a) Current and projected _____ status
 - (b) Ability to house, feed, clothe, and care for new family member
 - (c) Support network
 - 1 Family
 - 2 _____
 - (2) Short-range goals
 - (a) Complete basic training
 - (b) Complete _____-_____ training
 - (c) Meet initial command and advancement qualifications
 - (d) Begin savings/investment plans
 - (e) Begin furthering _____ level
 - (3) Long-range goals
 - (a) Complete advanced command qualifications
 - (b) Gain more responsibility through advancement
 - (c) Continue higher level of savings/investment _____ in conjunction with advancement
 - (d) Complete desired education level
 - (e) Marriage
 - (f) _____
- c. Starting a family is a lifetime commitment. You must be prepared to meet the challenges of:
 - (1) Infant _____.
 - (2) Childcare obligations.
 - (3) Childhood illnesses.
 - (4) _____ defiance.
 - (5) Continuing educational needs.

OUTLINE SHEET 3-04-1 (continued)

- d. Communicate openly and honestly with your partner and your command.
 - (1) Agree on best time to start a family.
 - (2) Understand each parent's responsibilities for the new child.
 - (3) _____ a financial budget that includes the new expenses.
 - (4) Discuss how to deal with family separation associated with military duties.
- 3. Personal, Financial, and Professional Considerations for Planning a Family
 - a. _____ considerations
 - (1) Discuss with your partner what it means to begin a family, to include emotional, spiritual, and physical support of each other.
 - (2) If your partner is a service member (active or reserve), discuss how having a baby will affect both parents' _____ obligations and career desires.
 - (3) Discuss the major lifestyle changes that come with having a baby and if you both are willing to accept these changes.
 - (4) Discuss with your partner if you are both ready to accept the _____ of parenthood.
 - b. _____ considerations
 - (1) Current debts and savings
 - (2) Current _____
 - (3) Current automobile for safely accommodating child needs; e.g., mechanically sound, able to safely accommodate car seat, etc.
 - (4) Increase in grocery bill
 - (5) _____ charges
 - (6) Adequate living space in current home.
 - (a) If housed in barracks, must move out to civilian community and/or await base housing.
 - (b) Most bases have a waiting list for base housing ranging from a few weeks to _____ years.

OUTLINE SHEET 3-04-1 (continued)

- c. _____ considerations
 - (1) Current duty station duration
 - (2) Future duty assignment _____ for both parents (if spouse is active or reserve military member)
 - (a) Many Sailors leave their civilian spouse and child(ren) behind or with relatives if the upcoming duty assignment is cost prohibitive.
 - (b) A civilian spouse may desire to remain _____ because of their job or education needs for the child(ren) or self.
 - (3) Reduced opportunity to prepare for _____ due to parental obligations--Finding time and a quiet place to study is drastically hindered by a crying baby and/or a partner who needs time for himself/herself.
 - (4) Professional commitments--For example, constantly _____ work schedules, duty requirements, deployments, temporary assigned duty away from home base, etc. Reservists and active duty personnel may have to leave their families _____ 24 hours of notification of mobilization or deployment.
 - (5) Requirement to remain _____ -- Sailors must leave their family members behind if the next duty assignment location cannot support their _____, educational or housing needs.
- 4. Servicewomen's Responsibilities Regarding Pregnancy
 - a. **Plan** the pregnancy to meet both family and _____ obligations.
 - b. **Confirm** the pregnancy at a military medical treatment facility.
 - c. **Notify** the commanding officer or officer in charge of the pregnancy.
 - d. **Perform** military duties while _____.
 - e. **Comply** with work-site and task-related safety and health recommendations.
 - f. **Report** to the military treatment facility to establish a prenatal care program.
- 5. Navy's Responsibility to Provide Obstetrical _____--When pregnant servicewomen remain at their duty stations, maternity care will be provided at the military treatment facility designated, provided:

OUTLINE SHEET 3-04-1 (continued)

- a. It has OB-GYN capabilities.
 - b. The servicewoman resides in the facility's _____ area.
6. Navy Policy for Separating Pregnant Servicewomen
- a. Servicewomen will be discharged from the Navy without _____ benefits when their pregnancy:
 - (1) Existed before entrance (EPTE) into Recruit Training.
 - (2) Is certified _____ Recruit Training.
 - (3) Is determined, by the initial permanent duty station, to have been conceived _____ initial training.
 - b. Pregnant servicewoman may _____ separation before the 20th week of pregnancy, although such requests are _____ normally approved.
 - c. For former servicewomen who separate from active duty while pregnant, care for pregnancy can _____ be provided by Navy Medical Treatment Facilities through the first _____ weeks following delivery.
7. Navy Policy for the Assignment of Pregnant Servicewomen
- a. Overseas--Based on medical considerations; no servicewoman may be assigned overseas or travel overseas AFTER the completion of the 28th week of pregnancy.
 - b. Continental United States (CONUS)
 - (1) May be assigned in CONUS without _____ provided servicewoman does not fly after the 36th week of pregnancy.
 - (2) Will not be transferred to a deploying unit during the period from the 20th week of pregnancy through 4 _____ after expected date of delivery.
 - c. Shipboard
 - (1) The Commanding Officer, in consultation with medical personnel, shall decide whether the individual may safely continue her _____ assigned duties.
 - (2) Pregnant servicewomen shall not remain aboard ship if the time for medical evacuation to a treatment facility is greater than _____ hours.
 - (3) Servicewomen shall not remain on board a _____ beyond the 20th week of pregnancy.

OUTLINE SHEET 3-04-1 (continued)

- (4) Transfer assignments are deferred up to 4 months following delivery, unless the service member _____ for early rotation.
 - d. Aviation squadron
 - (1) Pregnancy is considered disqualifying for designated flight status personnel. For example, a female Sea Air and Rescue Swimmer would be _____ until after her recovery period.
 - (2) Enlisted servicewomen who _____ pregnant while assigned to sea duty aviation squadrons due for deployment, should be reassigned to a squadron not scheduled for deployment from their 20th week of pregnancy through the recuperative period.
 - e. Military schools--If a servicewoman becomes pregnant during training, the school's commanding officer will determine if the student can complete training based on _____ delivery and recuperation dates.
8. Navy Policy for Post-Delivery Convalescent Leave--_____ weeks (42 days) will normally be granted by the Commanding Officer.
9. Navy Family Care Policy
 - a. Applies to single service members and dual military couples (i.e., husband and wife both in the military) who have _____ of children under 19 or other dependents.
 - b. Members who will be deployed and a designated caregiver are _____ to complete the NAVPERS 1740/6 (Family Care Plan Certificate) and the NAVPERS 1740/7 (Family Care Plan Arrangement) forms. These forms:
 - (1) Certify that dependents will be cared for during the member's _____.
 - (2) Identify relocation and financial arrangements.
 - c. The following documents must be provided to the designated caregiver(s):
 - (1) _____ of attorney authorizing:
 - (a) The _____ to act as the parent.
 - (b) Medical care for the dependents.
 - (2) Identification cards for all _____ dependents.
 - (3) A will, with guardianship provisions.

OUTLINE SHEET 3-04-1 (continued)

- d. If the designated caregiver is not in the local area, there must be:
 - (1) A non-military _____ for family members requiring assistance, such as infants, children, or elderly disabled adults.
 - (2) _____ support necessary to transport the family or caregiver to a designated location.
- 10. Consequences for Failing to Maintain an Up-To-Date Family Plan
 - a. Can subject the member to _____ from the Navy.
 - b. Commanding officers may separate members who:
 - (1) Are unable or refuse to maintain an updated family care plan.
 - (2) Do not remain _____ assignable.
 - (3) Are unable to perform their professional and military duties.
- 11. Relationship Between the Navy Core Values and Family Obligations
 - a. Honor--Be accountable for personal behavior.
 - (1) Practice abstinence or safe and responsible sex.
 - (2) Provide adequate care, and financial and emotional support for your partner and children.
 - b. Courage--Moral and mental strength to do what is right, even when tempted by:
 - (1) Loneliness
 - (2) Prostitution
 - (3) Peer pressure
 - c. Commitment--Navy personnel should be committed to balancing their family and Navy obligations.
 - (1) Navy personnel and their partners must be dedicated to sharing family responsibilities.
 - (a) Caring for children
 - (b) Performing work at home
 - (c) Planning finances
 - (2) Plan what to do about family matters during deployments.

OUTLINE SHEET 3-04-1 (continued)

- (3) When separated, couples should maintain their commitment to each other; e.g., communicate by letter, telephone, e-mail, etc.

12. Summary and Review

13. Application

FAMILY PLANNING AND CARE POLICIES

[illegible]

ASSIGNMENT SHEET 3-04-2

FAMILY PLANNING AND CARE POLICIES

A. Study Assignment

1. None

B. Study Questions

1. What are five short-range plans that should considered before becoming a parent?
 - a.
 - b.
 - c.
 - d.
 - e.
2. What are four financial considerations that should reviewed before starting a family?
 - a.
 - b.
 - c.
 - d.
3. A Sailor must sometimes leave family members behind when he/she transfers because the Sailor must remain-..... assignable.
4. What are five Navy responsibilities that a pregnant service woman must meet?
 - a.
 - b.
 - c.
 - d.
 - e.

ASSIGNMENT SHEET 3-04-2 (continued)

FAMILY PLANNING AND CARE POLICIES

5. Pregnant servicewomen in CONUS will NOT be assigned to a deploying unit from the twentieth week of pregnancy through months after the expected delivery date.
6. Pregnant servicewomen shall NOT remain aboard a ship if the time for medical evacuation to treatment facility is greater than hours.
7. Pregnant air controllers will normally be restricted from tower duties after their week.
8. How many weeks of post-delivery convalescent leave will a Commanding Officer normally grant?
9. What two forms are single service members who have custody of children less than 19 years old required to complete?
 - a.
 - b.
10. A single Navy parent going on deployment must provide their dependent children's designated custodian with what three documents?
 - a.
 - b.
 - c.
11. A Commanding Officer may separate a member from service who, because of their parental responsibilities, cannot perform their professional and military
12. How does the Navy Core Value of Honor relate to family obligations?
13. How does the Navy Core Value of Commitment relate to planning a family while in the Navy?

ASSIGNMENT SHEET 3-04-2 (continued)
FAMILY PLANNING AND CARE POLICIES

14. (Yes/No) Does the Navy provide obstetrical care?
15. For what three reasons related to maintaining a family care plan, can a sailor be separated from the Navy?
- a.
 - b.
 - c.

OUTLINE SHEET 1-08-1

U.S. NAVAL HISTORY

A. Introduction

History plays a part in everyday life in the Navy. The current traditions and missions are a result of past events.

B. Enabling Objective(s):

- 11.1 Explain the history of the U.S. Navy as it relates to significant people, ships, missions, innovations, and events.
- 23.8 Explain the relationship between the Navy Core Values and U.S. Naval history.
- 11.2 Explain the mission of the U.S. Navy.
- 11.3 Explain the mission of the U.S. Navy in the future, according to the Sea Power 21 plan.
- 11.4 Explain the mission and components of the U.S. Navy Reserve.

C. Topic Outline

- 1. Introduction
- 2. Significant People, Ships, Missions, Innovations, and Events in U.S. Naval History
 - a. Revolutionary War (1775-1783)
 - (1) Overview
 - (a) The war in which Great Britain's thirteen North American colonies achieved their independence as the United States of America.
 - (b) Great Britain had one of the largest and most powerful navies in the world.
 - (c) The smaller Continental Navy, created by Congress on October 13, 1775:
 - 1 Made numerous raids on British Blockades.
 - 2 Captured supplies intended for the British Army.
 - (d) The Continental Navy included:
 - 1 The frigate *Bonhomme Richard*, on loan from France.
 - 2 "Citizen-sailors" from state naval militias who predated the Naval Reserves.

OUTLINE SHEET 1-08-1 (continued)

(2) Significant events

(a) In 1776, the *Turtle* became the first submarine used in combat.

1 The one-man subsurface craft was used to attack the British warship, HMS *Eagle*, in New York Harbor.

2 However, the attack on the *Eagle* failed.

(b) In 1779 during a raid of British coastal waters, Captain John Paul Jones, in command of the *Bonhomme Richard* and other ships, engaged HMS *Serapis* off the east coast of England.

1 With the *Bonhomme Richard* badly damaged (it would sink after the fight), the Commanding Officer of the *Serapis* asked Jones to surrender.

2 Jones defiantly replied, "I HAVE NOT YET BEGUN TO FIGHT"

3 After much fighting, some of it hand-to-hand, the British surrendered.

b. Transitional period after the Revolutionary War (1784-1811)

(1) In 1787, the Constitutional Convention drafted the Constitution of the United States giving Congress the power to:

(a) Provide and maintain a Navy.

(b) Make rules for the government and regulation of the land and naval forces.

(2) In 1798, Congress established the NAVY Department.

c. War of 1812 (1812-1815)

(1) Overview

(a) There was an ongoing war between Great Britain and France. The U.S. was conducting trades with France in spite of a British blockade.

(b) The U.S. declared war on Great Britain because:

1 Of British interference with U.S. foreign trade.

2 The British Navy was boarding U.S. merchant ships on the high seas, removing Sailors, and forcing them to serve in the British Navy (impressment).

OUTLINE SHEET 1-08-1 (continued)

- (2) Significant events--In 1812, on the Atlantic Ocean east of Boston, the frigate USS *Constitution* defeated the frigate HMS *Guerrière* in a 35-minute battle.
 - (a) Some references say the USS *Constitution* was nicknamed "Old Ironsides" because enemy cannonballs bounced harmlessly off *Constitution's* hull.
 - (b) Other references discount the cannonball theory and state the nickname "Old Ironsides" was earned because the *Constitution's* hull received so little damage.
 - (c) The *Constitution* is still afloat today in Boston harbor, Massachusetts.
 - (d) The *Constitution* is the oldest commissioned ship in the U.S. Navy.
- d. The Civil War (1861-1865)
 - (1) Overview
 - (a) The Civil War of the United States was a result of the southern states seceding from the Union to form the Confederate States of America.
 - (b) The Union Navy's role was to:
 - 1 Blockade the southern coastline to prevent the export of cotton and the import of ammunition.
 - 2 Conduct operations on the Mississippi River and its tributaries.
 - 3 Transport army personnel for amphibious assaults.
 - (c) The Confederate Navy's role was to:
 - 1 Disrupt the Union blockade.
 - 2 Mine harbors to protect them from Union forces.
 - (2) Significant events
 - (a) In 1862, the first battle of Ironclad (armored with metal) ships took place between the USS *Monitor* and the CSS *Virginia*.
 - 1 The CSS *Virginia* attacked the Union blockade in the area of Hampton Roads, Virginia and sunk several warships.
 - 2 The USS *Monitor* attacked the *Virginia* to halt the destruction of the Union blockade.

OUTLINE SHEET 1-08-1 (continued)

- 3 The four-hour battle ended in a draw with only minor damage to each ship, demonstrating the superiority of iron hulls.
 - 4 The actions of the *Monitor* preserved the Union Blockade; but the presence of the CSS *Virginia* prevented the Union army from performing an amphibious assault on the area.
 - 5 The USS *Monitor* was the first ship with a revolving gun turret (horizontal, rotating structure containing mounted guns). The revolving turret eliminated the need for ships to battle broadside to broadside; e.g., *Bonhomme Richard* and *Serapis*.
- (b) In February 1864, the Confederate submarine CSS *H.L. Hunley* was the first submarine to sink a warship.
- 1 The Union ship USS *Housatonic* was participating in a blockade of Charleston, SC.
 - 2 The *Housatonic* was sunk in four minutes by an explosive charge of gunpowder driven into its side by the *Hunley*.
 - 3 The *Hunley* also went down following the mine's explosion.
 - 4 In 1995, the wreck of the *Hunley* was located in Charleston Harbor. It was later raised and conservation work is in progress.
- (c) In August 1864, at the Battle of Mobile Bay, a fleet under the command of Admiral David G. Farragut defeated Confederate forces to gain control of Mobile, AL.
- 1 In the middle of a mine (then called torpedo) field, Farragut ordered, "Damn the torpedoes, full speed ahead."
 - 2 The battle resulted in the Union gaining control of the Confederacy's last major Seaport on the Gulf coast.
- e. The Spanish-American War (1898)
- (1) Overview
 - (a) The United States declared war with Spain because:
 - 1 Of disputes between the U.S. and Spain about Cuban independence.

OUTLINE SHEET 1-08-1 (continued)

- 2 Of concerns about the safety of U.S. citizens living in Cuba.
 - 3 The Battleship USS *Maine* exploded and sank in Havana Harbor, Cuba killing 250 Sailors.
 - a U.S. citizens were outraged and blamed Spain for the catastrophe.
 - b The words, "Remember the Maine!" became the battle cry for the war.
- (b) During the Spanish-American War, the U.S. Navy:
 - 1 Blockaded Cuba.
 - 2 Battled enemy ships in Cuba and the Philippines.
 - 3 Transported U.S. troops.
- (c) In December 1898, a peace treaty was signed with Spain.
- f. Transitional period after the Spanish-American War (1899-1914)
 - (1) In 1900, the USS *Holland*, the first operational submarine, was commissioned. The *Holland* was powered by a gasoline engine on the surface and battery-powered electric motors when submerged.
 - (2) In 1907, President Theodore Roosevelt sent 16 battleships and four destroyers around the world to show our Naval strength. They were called "The Great White Fleet"; white was the Navy's peacetime color scheme.
 - (3) In 1910, Eugene Ely, a civilian pilot, made the first ship-to-shore flight. He flew a biplane off the cruiser *Birmingham* on Hampton Roads, Virginia.
- g. World War I (1914-1918)
 - (1) Overview
 - (a) The U.S. entered the war in 1917 largely due to the unrestricted sinking of merchant ships by German submarines.
 - (b) During World War I, the U.S. Navy:
 - 1 Transported soldiers and supplies to Europe in convoys.
 - 2 Conducted antisubmarine warfare.

OUTLINE SHEET 1-08-1 (continued)

(2) Significant events

- (a) In March 1915, the Naval Reserve was founded to supplement active duty personnel. 330,000 Naval Reservists served on active duty.
- (b) In March 1917, the Navy authorized the enlistment of women to handle shore duties because men were needed at sea.
 - 1 Loretta Walsh, working as a civilian clerk at a Navy recruiting station in Philadelphia, enlisted in the Navy.
 - 2 She was the first female enlisted member of the U.S. Armed Forces.
- h. Transitional period after World War I (1919-1938)--In 1934, the USS RANGER, was the first ship to join the fleet that was designed and built from the keel up as an aircraft carrier.
- i. World War II (1939-1945)
 - (1) Overview
 - (a) World War II started because Japan, Germany, and Italy were expanding their empires by attacking and overrunning other countries.
 - (b) The sea war was fought on two fronts:
 - 1 Atlantic Ocean (against Germany)
 - 2 Pacific Ocean (against Japan)
 - (c) As in World War I, the German Navy used U-boats (submarines) to inflict heavy losses on Allied ships. Allied ships were sunk:
 - 1 Along the U.S. east coast, some within sight of U.S. shores.
 - 2 In the Caribbean Sea.
 - (d) During WWII, three million Navy reservists and thousands of Department of Defense civilians served with the 800,000 active duty Naval personnel.
 - (e) During World War II, the U.S. Navy:
 - 1 Conducted antisubmarine warfare.
 - 2 Transported troops and supplies to enemy shores using the convoy system.

OUTLINE SHEET 1-08-1 (continued)

- 3 Used ships to bombard enemy land targets.
- 4 Participated in amphibious assaults.
- 5 Used aircraft launched from carriers to attack enemy targets.
- 6 Attacked enemy warships and merchant ships.

(2) Significant events

- (a) On December 7, 1941, the Japanese Navy conducted a surprise air raid on Pearl Harbor, HI bringing the U.S. into World War II.
 - 1 This was the first time in history that an attack was conducted solely by carrier-based aircraft.
 - 2 All Pacific Fleet Battleship were either damaged or destroyed.
 - 3 The battleship USS Arizona was sunk and remains at the bottom of Pearl Harbor as a memorial.
- (b) In May 1942, the Battle of Coral Sea was fought halting Japanese advances in the southwestern Pacific Ocean.
 - 1 This was the first naval battle in which neither fleet saw the other because it was fought entirely by carrier-based aircraft.
 - 2 One Japanese aircraft carrier was sunk; another was badly damaged.
 - 3 The United States lost the aircraft carrier USS LEXINGTON.
- (c) In June 1942, at the Battle of Midway in the Pacific Ocean:
 - 1 Four Japanese carriers were sunk at the expense of one U.S. carrier, USS Yorktown.
 - 2 The Japanese Navy received its first decisive defeat of the war.
- (d) In July 1942, the Women's reserve of the Navy was established. It was later renamed the Women Accepted for Voluntary Emergency Service (WAVES).
- (e) In March 1944 at Great Lakes, the Navy commissioned its first African-American officers.

OUTLINE SHEET 1-08-1 (continued)

- 1 The twelve ensigns and one warrant officer are known as the "Golden Thirteen."
 - 2 Bldg. 1405, In-processing, is dedicated to the Golden Thirteen.
- (f) On June 6, 1944, the largest amphibious assault in history occurred (D-Day).
 - 1 Allied forces were landed in Normandy, France using amphibious assault ships.
 - 2 Navy ships bombarded German land targets.
 - 3 The landing enabled the Allies to carry the fighting to Germany.
- (g) In August 1945, the U.S. dropped atomic bombs on Hiroshima and Nagasaki, Japan. As a result, World War II ended.
- (h) On September 2, 1945, the Japanese surrendered aboard the battleship USS *Missouri*.
 - 1 Fleet Admiral Nimitz signed the surrender document on behalf of the Navy.
 - 2 The USS *Missouri* is on display on Battleship Row, in Pearl Harbor, HI to symbolize the end of World War II; as USS *Arizona* symbolizes the beginning.
- j. Cold War with the Soviet Union (1945-1990)
 - (1) Began at the end of World War II with the Soviet Union extending its control into Eastern Europe.
 - (2) During the Cold War, the U.S. Navy enforced the U.S. policy of containing the Soviet threat by preventing an attack on the United States and its allies.
- k. Korean War (1950-1953)
 - (1) Overview
 - (a) In 1950, the U.S. entered the war because North Korean forces invaded South Korea.
 - (b) For the first time, the Navy used jet aircraft in combat.
 - (c) 130,000 Naval Reservists served on active duty. Naval Reserve aviators made up a significant percentage of Navy pilots engaged in conflict.

OUTLINE SHEET 1-08-1 (continued)

(d) Navy involvement consisted of:

- 1 Air strikes.
- 2 Shore bombardments.
- 3 Amphibious assaults.
- 4 Blockade of North Korean ports.

(2) Significant events

- (a) In September 1950, U.S. and other United Nations forces performed an amphibious assault on Inchon, Korea. The assault led to UN forces advancing to the Korean-Chinese border.
- (b) Fighting continued for almost three years with each side making advances and then retreating.
- (c) In July of 1953, an armistice was signed to end the fighting.

1. Transitional period after the Korean War (1954-1963)

- (a) January 1955, USS *Nautilus*, the world's first nuclear-powered submarine, began operations.
- (b) In September 1961, the first nuclear-powered surface ship, USS Long Beach, was commissioned.

m. Vietnam (Second Indochina) War (1957-1975)

(1) Overview

- (a) Began when Communist-led rebels mounted terrorist attacks on South Vietnam. Hostilities evolved into a war between North and South Vietnam.
- (b) U.S. Naval involvement consisted mainly of:
 - 1 Gunfire support of land forces.
 - 2 Carrier operations.
 - 3 Mining harbors.
 - 4 Bombarding shore targets.
 - 5 Combating the enemy using coastal and river craft.

(2) Significant events

- (a) In 1964, the U.S. Navy became involved in combat when North Vietnamese:

OUTLINE SHEET 1-08-1 (continued)

- 1 Forces shot down Navy aircraft.
- 2 Patrol boats attacked a U.S. Destroyer in the Gulf of Tonkin.
- (b) In January 1967, Master Chief Gunner's Mate Delbert Black was appointed as the first Senior Enlisted Advisor of the Navy. The title was later changed to Master Chief Petty Officer of the Navy (MCPON).
- (c) In 1970, the "Total Force" concept was developed making the active and reserve naval forces, and "emergency essential" DoD civilian employees equal defenders of the United States and her allies. One out of seven Navy personnel serving in Vietnam were Naval Reservists.
- (d) In 1973, a cease fire agreement was signed and U.S. forces withdrew from Vietnam. Despite the agreement, fighting continued until 1975.
- n. Persian Gulf War (Desert Storm) (1991)
 - (1) Overview
 - (a) Started because of the Iraqi invasion of Kuwait in August of 1990.
 - (b) 21,000 Naval Reservists were recalled to active duty.
 - (c) The Navy performed several functions:
 - 1 Used aircraft launched from carriers to attack enemy targets.
 - 2 Performed minesweeping operations.
 - 3 Blockaded Iraqi ports.
 - (2) Significant events
 - (a) In February 1991, a coalition force, including personnel and equipment from many countries, drove the Iraqi military from Kuwait.
 - (b) In March 1991, the United Nations Security Council passes a cease-fire resolution to end the fighting.

OUTLINE SHEET 1-08-1 (continued)

- o. Campaign in Bosnia-Herzegovina and Yugoslavia (1992-2000)
 - (1) Overview
 - (a) With the collapse of the Soviet Union, four republics of the communist country of Yugoslavia chose to become independent nations; i.e., Croatia, Slovenia, Bosnia-Herzegovina, and Macedonia.
 - (b) Opposition by forces from the remaining portion of Yugoslavia and Bosnian Serb irregulars created a period of violence, which included the mass killing of Muslim and Croatian civilians.
 - (2) Navy involvement
 - (a) Navy carrier-based aircraft provided air cover for:
 - 1 U.S. cargo aircraft that transported supplies to civilians in the war-ravaged republic of Bosnia.
 - 2 United Nations peacekeepers in Bosnia-Herzegovina by enforcing a U.N. established no-fly zone against Bosnian Serb and Yugoslav aircraft.
 - (b) In the Adriatic Sea, U.S. Navy ships established a blockade to prevent the shipment of arms to Yugoslavia.
 - (c) U.S. Naval forces bombed enemy targets using:
 - 1 Land and carrier-based aircraft.
 - 2 Missiles launched from ships at sea.
- p. First women assigned to a combat ship--During March 1994, women were assigned to the crew of the aircraft carrier USS *Dwight D. Eisenhower*.
- q. Attack on USS *Cole* (DDG 67)
 - (1) In October 2000, while in the port of Aden, Yemen, the USS *COLE* was struck by a small boat carrying two terrorists and several hundred pounds of explosives.
 - (2) The resulting blast ripped a hole amidships on the port side killing seventeen Sailors.
- r. Attack on America--In September and October of 2001, the hospital ship USNS *Comfort* docked in Manhattan, New York to support disaster relief workers following the terrorist attack on the World Trade Center.

OUTLINE SHEET 1-08-1 (continued)

- s. War against terrorism (October 2001 - present)--The Navy uses carrier-based aircraft and sea-launched missiles to attack enemy land targets in Afghanistan and Iraq.

- 3. Relationship Between the Navy Core Values and U.S. Navy History
 - a. Honor--The heroes of Naval history conducted themselves honorably, for example, U.S. military personnel held as prisoners of war maintained the standards of the Code of Conduct to:
 - (1) Resist their captors.
 - (2) Remain loyal to the United States.
 - b. Courage--The heroes of U.S. military history were very courageous, for example:
 - (1) During the Civil War, Admiral Farragut continued the attack on Mobile Bay in spite of enemy torpedoes.
 - (2) In World War II during the battle of Midway Island, Naval aviators piloted torpedo planes to attack Japanese aircraft carriers, although 85% of the aircraft were lost.
 - c. Commitment--Navy heroes of the past were committed to a goal, for example during the Revolutionary War, John Paul Jones was committed to defeating the British when he did not surrender his men and the heavily damaged *Bonhomme Richard*.

- 4. Mission of the U.S. Navy
 - a. Mission--To assure continued maritime superiority for the United States.
 - b. To carry out their mission, the Navy has two primary functions.
 - (1) Sea control--Deny the use of the seas to the enemy and ensure their use by the U.S. and its allies.
 - (2) Projection of power--Attack enemy targets by:
 - (a) Amphibious assault; e.g., D-Day during World War II and the Inchon landing during the Korean War.
 - (b) Naval bombardment; e.g., D-Day.
 - (c) Strikes from carrier-based aircraft and missiles; e.g., Vietnam War.
 - c. To have control of the sea and project their power, the Navy has three additional functions.
 - (1) Strategic nuclear deterrence--To prevent nuclear attack from the enemy, the Navy deploys submarines that can launch ballistic missiles.

OUTLINE SHEET 1-08-1 (continued)

- (2) Naval presence--The Navy deploys forces throughout the world to:
 - (a) Combat enemy forces, if necessary; i.e., defend the U.S. and its interests.
 - (b) Support U.S. and allied ground forces.
- (3) Security for sea lines of communications--To keep the seas open between the U.S. and:
 - (a) Deployed military forces; e.g., Iraq and Afghanistan.
 - (b) Its allies; e.g., Great Britain.
 - (c) Foreign nations, for commercial trade.
- 5. Mission of the U.S. Navy in the Future, according to the Sea Power 21 Plan
 - a. The U.S. Navy developed "Sea Power 21" to provide a vision of the future for the Navy during the 21st Century.
 - b. The Sea Power 21 Plan is based on three concepts: Sea strike, Sea Shield, and Sea Basing.
 - (1) Sea Strike
 - (a) The projection of combat power will be critical in the future as it was in the past.
 - (b) Technological advances will result in:
 - 1 Improved intelligence and weapon accuracy.
 - 2 In-flight targeting of missiles.
 - 3 Unmanned combat vehicles.
 - 4 Joint campaigns that include sea, air, and land forces.
 - (2) Sea Shield
 - (a) The Navy will continue to defend the United States and its national interests.
 - (b) Technological advances will result in:
 - 1 Quicker identification and response to threats on the national security.
 - 2 The capability to engage inbound enemy ballistic missiles.

OUTLINE SHEET 1-08-1 (continued)

- 3 The projection of naval defensive power further inland.

(3) Sea Basing

- (a) As the availability of overseas land bases decline, it is necessary for the Navy to establish mobile bases at sea.

- (b) Sea basing will:

- 1 When practical, transform shore-based capabilities to sea-based systems.
- 2 Place more emphasis on replenishment ships at sea rather than returning them to port.
- 3 Position more equipment and supplies at sea.
- 4 Accelerate the deployment of forces.

6. Mission and Components of the U.S. Naval Reserve

- a. The peacetime mission of the U.S. Naval Reserve is to:

- (1) Train for wartime mobilization.
- (2) Share responsibilities with the regular Navy.

- b. Their wartime mission is to augment the U.S. Navy when directed by the Commander-in-Chief and Congress.

- c. The U.S. Naval Reserve has several components.

- (1) Ready Reserve--Naval reservists who are **NOT** on active duty and are with either a drilling or non-drilling reserve unit.

- (a) Selected Reservists (SELRES) are:

- 1 Required to drill (train) one weekend per month.
- 2 Required to serve on active duty for two weeks per year.
- 3 Paid for weekend drills and active duty service.
- 4 Subject to involuntary recall by the Secretary of the Navy (SECNAV), President, or Congress.
- 5 Mainly Navy veterans who previously served on active duty.

OUTLINE SHEET 1-08-1 (continued)

- (b) Individual Ready Reservists (IRR) are:
 - 1 NOT affiliated with a drilling unit.
 - 2 NOT paid for voluntarily training.
 - 3 Subject to involuntary recall by the SECNAV, president, or Congress.
- (2) Standby Reserve--Naval reservists who are NOT in a drilling status and:
 - (a) Are subject to involuntary recall by the congress.
 - (b) Do NOT receive pay unless recalled to active duty.
 - (c) Are NOT eligible for advancement unless they train in a Voluntary Training Unit.
- (3) Fleet Reserve--Comprised of personnel who served on active duty for at least 20 years but no more than 30 years and:
 - (a) Are NOT required to drill.
 - (b) Are subject to involuntary recall by the SECNAV, President, or Congress.
 - (c) Receive a percentage of their base pay as a pension.
 - (d) Are transferred to the retired list after 30 years of total service.
- (4) Full-time Support (FTS) Reserve
 - (a) These reservists serve on full-time active duty in support of other Naval Reservists.
 - (b) Members receive full active-duty pay the same benefits as regular Navy personnel.

7. Summary and Review

8. Application

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ASSIGNMENT SHEET 1-08-2

U.S. NAVAL HISTORY

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, Thomas J. Cutler, Naval Institute Press, 2002, Appendix B, "Navy History," pages 554 through 592

B. Study Questions

1. (TRUE/FALSE) The first U.S. submarine was the *Eagle*.
2. What is the name of the oldest commissioned ship in the U.S. Navy?
3. (TRUE/FALSE) The first ship with a revolving gun turret was the *CSS Virginia*.
4. Which U.S. warship earned the nickname "Old Ironsides"?
5. What was the name of the first submarine to sink a warship in combat?
6. Which battle of World War II was the first in which carrier-based aircraft did all fighting?
7. Which corps was established during World War II for women in the Navy?
8. Who was the first woman to enlist in the U.S. Armed Forces?
9. Which ship was the first to be designed and built from the keel up as an aircraft carrier?
10. What are the two primary functions of the U.S. Navy?
11. The Navy's mission is divided into what four areas?
 - a.
 - b.
 - c.
 - d.

OUTLINE SHEET 5-04-1

SMALL ARMS FAMILIARIZATION (9mm PISTOL AND 12-GAUGE SHOTGUN SIMULATOR PHASE)

A. Introduction

The first part of this lesson provides the knowledge needed to safely handle the 9mm pistol and 12-gauge shotgun. In the second part of the lesson, you will simulate firing the pistol and shotgun.

B. Enabling Objective(s):

- 23.29 Explain the relationship between the Navy Core Values and weapons handling.
- 37.1 Observe prescribed safety procedures when handling and firing small arms.
- 37.2 Identify the components of the 9mm pistol and their functions.
- 37.3 Explain the characteristics of the 9mm pistol.
- 37.4 Explain the following 9mm pistol stances:
 - a. Standing ready
 - b. Standing isosceles
- 37.5 When given range commands, fire the 9mm pistol from the standing isosceles position.
- 37.6 Identify the components of the 12-gauge shotgun and their functions.
- 37.7 Explain the characteristics of the 12-gauge shotgun.
- 37.8 Explain the following 12-gauge shotgun stances:
 - a. Standing Ready
 - b. Standing
 - c. Shooting from the Hip
- 37.9 When given range commands, fire the 12-gauge shotgun from the following positions:
 - a. Standing
 - b. From the hip

C. Topic Outline

- 1. Introduction
- 2. Relationship Between the Navy Core Values and Weapons Handling
 - Commitment--Be committed to:
 - a. Staying awake and "actively" listening in class.

OUTLINE SHEET 5-04-1 (continued)

- b. Listening to the Range Master and Line Coach.
 - c. Following range commands.
 - d. Hitting the target to the best of your ability.
3. Safety procedures for handling and firing small arms
- a. Safety is the **NUMBER ONE** concern at Small Arms Marksmanship Trainer.
 - b. Basic safety rules for small arms are as follows:
 - 1) _____ assume the weapon is loaded when you first pick it up.
 - 2) ALWAYS check a weapon to be sure it is NOT loaded.
 - a) *A "clear and safe" pistol is a pistol with the safety "____," slide locked to the rear, NO magazine inserted, and NO round in the chamber.
 - b) *A "clear and safe" shotgun is a shotgun with the slide action locked to the rear with no ammunition in the magazine tube or in the chamber.
 - c) *Visually inspect weapon to verify weapon "clear and safe."
 - 3) **NEVER** point the weapon at anything you do not intend to shoot.
 - 4) Move only on command
 - 5) Do not touch or handle a weapon unless directed to do so.
 - 6) Keep your finger straight along the slide of the weapon and away from the trigger until you hear the command, "_____."
 - 7) Keep your weapon level and pointed down range at ALL TIMES
 - 8) Keep your eyes on the "_____."
 - 9) NEVER turn around while on the firing line, unless directed by your line coach.
 - 10) If you have a malfunction or a problem, keep your weapon pointed at the target; keep your eyes on your weapon, you will:
 - a) NOT TRY TO FIX THE PROBLEM YOURSELF.
 - b) SIGNAL FOR A "TRAINING TIME OUT."
 - c) NOT LOOK AROUND FOR YOUR LINE COACH; HE/SHE WILL FIND YOU.

OUTLINE SHEET 5-04-1 (continued)

- d) KEEP YOUR "_____" HAND IN THE AIR UNTIL THE LINE COACH TELLS YOU TO PUT IT DOWN.
 - e) INFORM YOUR LINE COACH OF THE PROBLEM AND HE/SHE WILL ASSIST YOU.
- 11) If you hear the command "_____,", it means the course of fire has ended or a dangerous situation has occurred.
- 12) Upon the command "CEASE FIRE," everyone will;
- a) Remove their finger from the trigger.
 - b) Place weapon on _____.
 - c) Return to the standing ready position.
 - d) NOT move until directed by a line coach or the Range Master.

4. Functions of the 9mm Pistol Components (Refer to Figure 1.) Outline letters next to each component name correspond to the letters (figure 1.)



Figure 1, 9mm Pistol Components

- a. Pistol grip—Provides for proper placement of hands for firing.
- b. Magazine - Stores 15 rounds of ammunition. For this course, the magazine is permanently installed in the pistol and CANNOT be removed.
- c. Magazine release button—when depressed, releases magazine from pistol.
- d. _____ and rear sights—Used to aim the pistol.
- e. _____ - When squeezed, fires the weapon.
- f. _____ - When trigger is squeezed, drops forward causing round to fire.

OUTLINE SHEET 5-04-1 (continued)

- g. _____ After pistol is fired, the recoil of the assembly:
 - 1) _____ the empty cartridge.
 - 2) Reloads a new _____.
 - 3) _____ the hammer.
- h. _____ -After the last round is fired, automatically holds the slide to the rear.
- i. _____ - Used to "safe" the weapon. When the safety is on, the:
 - 1) Weapon will NOT fire.
 - 2) Hammer is release to the forward position.

5. 9mm Pistol Characteristics

- a. Single or double action
 - 1) Double action—Allows the weapon to fire when the hammer is in the forward position. Pulling the trigger will cock the hammer and immediately release it, discharging the first chambered round.
 - 2) Single action—after first round is fired; the slide assembly will automatically cock the hammer to the fire the next round.
 - 3) In the simulator, you will only fire in the single action.
- b. Weight—Approximately 2.5 lbs.
- c. Maximum effective range—approximately 55 yards.

OUTLINE SHEET 5-04-1 (continued)

6. 9mm Pistol Stances

a. Standing ready

- 1) Face the target.
- 2) Stand with body erect and balanced.
- 3) Ensure your toes are pointed forward and feet are placed
===== -width apart.
- 4) Place the weapon in front of your belt buckle, ensuring it is
level and pointed down range.



OUTLINE SHEET 5-04-1 (continued)

b. Standing isosceles

- 1) From the standing ready position, bring the weapon up to _____ level and sight in.
- 2) Both arms are straight out with elbows locked.
- 3) Ensure both wrists are locked.
- 4) Shoulders should be level and rolled slightly _____ the target.
- 5) Ensure legs are straight but not tense.
- 6) Lean slightly forward with the head held straight up and down.



7. Firing the 9mm Pistol

a. Hand position

- 1) Strong (firing) hand
 - a) Place the pistol in the "V" formed by the thumb and the index finger.
 - b) The trigger finger is straight along the side of the pistol with the three fingers wrapped around the pistol grip firmly.

OUTLINE SHEET 5-04-1 (continued)

- 2) Weak _____ hand—the meaty portion of the palm is placed on the pistol grip so that it covers the exposed area creating a 360-degree contact on the pistol.
- 3) **CAUTION:** If the pistol is not held properly, the _____ assembly will cut your hands.
- 4) **If you are right-handed**, use your left thumb to operate the safety. If you are left-handed, use your right thumb.
 - a) The safety is "off" when in the up (firing) position.
 - b) The safety is "on" when in the down position; i.e., the weapon will NOT fire.

b. Sight alignment

- 1) "Sight alignment" is the correct alignment of the eye, rear sight, front sight, and the target.
- 2) If you are right-handed, use your right eye for sighting in, closing your left eye. If you are left-handed, use your left eye for sighting in, closing your right eye.
- 3) Focus your eyes on the front sight. The bottom of the white dot on the front sight should be touching the top of the white half-circle on the rear sight.
- 4) The front sight dot must be centered over the rear sight dot. As you look through the rear sight, there must be "equal light" on both sides of the front sight blade.
- 5) The front sight is correctly positioned; an imaginary vertical line will cut the target in half.
- 6) The correct sight alignment and placement of the aiming point.

8. functions of 12-Gauge Shotgun Components

- a. _____ Aids in holding the weapon steady.
- b. _____ directs the buckshot to the target.
- c. Front sight—Fixed bead. For aiming at the target.
- d. _____ tube—Shotgun shells are loaded into this tube; stores shells
- e. _____—Controls the firing of the weapon.
- f. Trigger guard—protects the trigger to prevent unintentional firing.
- g. _____ button—when fully to the rear, prevents the weapon from firing.

OUTLINE SHEET 5-04-1 (continued)

- h. _____ slide assembly—used to manually chamber and eject the shell.
- i. Action lock lever—when weapon is cocked locks the action slide in the forward position.
- j. _____ port—opening through which expended ammunition cartridges are ejected.

9. 12-gauge Shotgun Characteristics

a. Manually operated

- 1) Pump action; i.e., action slide assembly chambers and ejects shells by shooter pumping.
- 2) **WARNING:** Action slide assembly can pose a _____ hazard when sliding forward and aft.

b. Slide ejection/bottom loading

c. Weight—approximately seven pounds.

d. Length—approximately _____ inches.

e. Magazine capacity—five rounds.

10. 12-Gauge Shotgun Stances

a. Standing ready

- 1) Ensure you are _____ your target.
- 2) After the line coach takes the pistol from you, he/she will instruct you to do a half-right face if you are right-handed; half-left face if you are left-handed. He/she will then hand you a 12-gauge shotgun.
- 3) Stand with body erect and balanced.
- 4) Hold the weapon at waist level. Place your:
 - a) Forward "weak" hand on the underneath portion of the fore end/action slide.
 - b) Rear "strong" hand on the butt stock, just aft of the receiver.

b. Standing

- 1) Place the _____ stock into your "strong" shoulder
- 2) Place your _____ arm parallel with the deck forming a pocket in the shoulder.

OUTLINE SHEET 5-04-1 (continued)

- 3) Pull weapon tightly into the pocket by the "strong" hand the _____ of the butt stock.
- 4) Place your _____ arm vertical under the weapon with "weak" hand on the slide action assembly.
- 5) Place _____ tightly against the butt stock with "strong" eye in line with the sights.
- 6) Bend your _____ knee and place your weight forward. Lean into it.

c. Shooting from the hip

- 1) Lock your forward arm downward, just forward of the body.
- 2) Keeping the shotgun tucked tightly between your strong arm and hip, bends your forward knee then place your weight forward. _____ into it.

11. Procedures for firing the 9mm pistol and 12gauge shotgun

a. Sight alignment (12-gauge shotgun)

- 1) The purpose of aiming the shotgun is to:
 - a) Keep as many pellets as possible on _____.
 - b) Avoid missing the target and causing damage.
- 2) Place your cheek tightly against the butt stock to obtain proper eye _____ to the bead front sight.
- 3) If you are right-handed, use your right eye for sighting-in and close your left eye; if you are left-handed, use your left eye for sighting-in and close you right eye.
- 4) Focusing on the _____ front sight, place the bead sight low center mass of the target at belt buckle level.

b. Breathing control

- 1) While breathing normally, exhale and stop breathing, at your natural _____ pause, long enough to fire the shot or multiple shots.
- 2) You must NOT breathe during _____ Breathing causes the pistol to move excessively, making it almost impossible to fire an accurate shot.
- 3) You should attempt to hold your breath for a short time, generally 8-10 _____.

OUTLINE SHEET 5-04-1 (continued)

c. Trigger finger control

- 1) Place your firing index finger on the trigger at the natural bending point on the finger.
- 2) Apply smooth, continuous pressure rearward on the trigger until the round is fired.
- 3) Do not _____ the trigger or you will pull the shot off target.

d. Range Commands

- 1) Range commands direct you to safely load, unload, and operate the 9mm pistol.
- 2) At the simulator, there are five commands:
 - a) **Lock and load** (pistol only) -the pistol will be handed to you with the slide locked in the rear position. Pressing down on the _____ stop will release the slide to the forward position. This simulates _____ a round in the chamber.
 - b) Place the slide action in the forward position (shotgun only)-this will simulate a round being leaded into the _____.
 - c) **Stand by** (pistol only) -prepare to commence fire.
 - d) **Bring your weapon up and sight in** (shotgun only) - Being the weapon up and firmly place the butt stock into the pocket of your shoulder.
 - e) **Commence fire** (pistol)-bring your weapon up to sight in on the target; using your _____ take the weapon off safe and fire at your target. (shotgun) -Fire at your target.
 - f) **Cease fire** -stop firing, place your weapon on safe, and _____ to the standing ready position.

e. Course of fire

- 1) Follow the yellow line into the simulator range, stop at your assigned booth number, and remain facing forward, however, do NOT cross the yellow line until told to do so.
- 2) One through 30 on the left side of the range; 31 through 60 on the right side. Stand at attention.
- 3) Recruits, you are now known as _____.
- 4) Shooters turn and face your _____.

OUTLINE SHEET 5-04-1 (continued)

- 5) On the deck in front of you is a _____ line. This is the firing line. Step up to the firing line, but never step on or _____ the red line.
- 6) Take your ID card and swipe it straight down through the slot in the black box until your SSN appears on the computer screen.
- 7) Verify your SSN is correct and press enter.
- 8) As you are handed the pistol, you will:
 - (a) Assume the "standing ready" position.
 - (b) Keep the pistol level and pointed down range at ALL times. **KEEP YOUR FINGERS OFF THE TRIGGER!!**
- 9) The next command is for the Line Coaches ONLY; you will do nothing: Line Coaches, is the line ready?
- 10) The next commands are for you.
 - (a) Shooters, lock and load.
 - (b) Shooters, bring your weapon up and sight in.
 - (c) Commence fire.
 - (d) **CEASE FIRE; CEASE FIRE.**
 - (e) Shooters, place weapon on "safe" and return to the standing ready position.
- 11) There are six courses of fire for the 9mm pistol.
 - (a) 10-round familiarization course of fire in 5 minutes.
 - (b) 10-round course of fire in 5 minutes.
 - (c) 5-round course of fire in 20 seconds.
 - (d) 5-round course of fire in 20 seconds.
 - (e) 5-round course of fire in 15 seconds.
 - (f) 5-round course of fire in 15 seconds.
- 12) After each course of fire, you will:
 - (a) Be given a **CEASE FIRE** command.
 - (b) Place the weapon on safe.
 - (c) Assume the standing ready position.

OUTLINE SHEET 5-04-1 (continued)

(d) Wait for further instructions.

(e) **KEEP YOUR FINGER OFF THE TRIGGER!!!**

13) When the last course of fire is complete, the Line Coach will take the pistol from you and instruct you to do a half-right face if you are _____-handed or a half-left if you are _____-handed. Your Line Coach will then hand you a 12-gauge shotgun.

14) Shooters, as your Line Coach hands you the shotgun, assume the _____ ready position. Keep the shotgun level and pointed down range at ALL times. **KEEP YOUR FINGERS OFF THE TRIGGER!!!**

15) There are two courses of fire for the 12-gauge phase of firing.

(a) 3-round sequence from the standing position.

(b) 2-round sequence from the hip.

16) After each course of fire, you will:

(a) Be given a **CEASE FIRE** command.

(b) Place the weapon on safe.

(c) Assume the standing ready position.

(d) Wait for further instructions.

(e) **KEEP YOUR FINGER OFF THE TRIGGER!!!**

e. Scoring

1) This is a pass/fail course.

2) If you pass this course, you will be given an opportunity to fire the 9mm at the live range.

3) If you fail this course, you will be remediated and returned to the range.

4) The score you receive at the Marksmanship Trainer for firing the 9mm pistol will not count towards earning a ribbon.

5) There will be no score given for the shotgun phase of firing.

2. Summary and Review

3. Application (Simulated Fire)

SMALL ARMS FAMILIARIZATION

(9mm PISTOL AND 12-GAUGE SHOTGUN SIMULATOR PHASE)

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OUTLINE SHEET 5-05-1

SMALL ARMS FAMILIARIZATION (9mm PISTOL and 12-GAUGE SHOTGUN LIVE-FIRE PHASE)

A. Introduction

The first part of this lesson provides the knowledge needed to safely handle the 9mm pistol. In the second part of the lesson, you will fire the pistol. Inattention or negligence on your part can have serious consequences.

B. Enabling Objective(s):

- 24.1 Explain the Navy Operational Risk Management (ORM) program.
- 37.1 Observe prescribed safety procedures when handling and firing small arms.
- 37.10 Identify the definitions of the terms "hangfire" and "misfire."
- 37.2 Identify the components of the 9mm pistol and their functions.
- 37.4 Explain the following 9mm pistol stances:
 - a. Standing ready
 - b. Standing isosceles
- 37.11 Explain the procedures to load and unload a 9mm pistol.
- 37.5 When given range commands, fire the 9mm pistol.
- 37.12 Explain the proper clearing of a 9mm pistol for watch turnover.
- 37.13 Identify the components of the 12-gauge shotgun and their functions.
- 37.14 Explain the following 12-gauge shotgun stances:
 - a. Standing Ready
 - b. Standing
 - c. Shooting from the Hip
- 37.15 Explain how to load 12-gauge shotgun.
- 37.16 When given range commands, fire the 12-gauge shotgun.

NOTE: The enabling objectives are listed in the order they are taught in the lesson.

OUTLINE SHEET 5-05-1 (continued)

C. Topic Outline

1. Introduction
2. Navy Operational Risk Management (ORM)
 - a. ORM is a process used by the Navy to minimize risks to an acceptable level when considering the goal of the mission; i.e., is accomplishing the mission worth the risks?
 - b. Used by Navy personnel of all levels to:
 - (1) Increase operational effectiveness by anticipating hazards.
 - (2) Reduce the potential for loss by increasing the probability of success.
 - c. All personnel are responsible for reporting any mishaps, near mishaps, and hazardous conditions that are observed.
 - (1) Mishap
 - (a) Any unexpected event causing:
 - 1 Personal injury, occupational illness, or death.
 - 2 Material loss or damage.
 - (b) An explosion, with or without damage.
 - (2) Near mishap--An act or event in which injury or damage was avoided by mere chance.
 - (3) Hazardous condition--A workplace condition that might result in a mishap.
 - d. During this laboratory, students must:
 - (1) Be alert for hazards.
 - (2) Determine the risk posed by any hazard.
 - (3) If you determine the risk is significant, call a Training Time Out.
3. Safety Procedures for Handling and Firing Small Arms
 - a. Safety is the NUMBER 1 concern at Recruit Training Command's indoor range.
 - b. Basic safety rules for small arms are as follows:
 - (1) ALWAYS assume the weapon is loaded when you first pick it up.

OUTLINE SHEET 5-05-1 (continued)

- (2) ALWAYS check a weapon to be sure it is NOT loaded.
 - (a) A "_____ and _____" weapon is a weapon with the slide locked to the rear, NO magazine inserted, and NO round in the chamber.
 - (b) Visually inspect weapon to verify it is "clear and safe."
- (3) NEVER point a weapon at anything you do not intend to _____.
- (4) You WILL wear safety glasses and hearing protection at ALL times while on the live range. NO EXCEPTIONS!!!
- (5) MOVE ONLY ON COMMAND!!!!
- (6) Do NOT touch or handle a weapon unless _____.
- (7) Keep your finger straight along the side of the pistol until you hear the command "_____."
- (8) Keep your weapon level and pointed _____ at ALL TIMES.
- (9) Keep your eyes on the target or on the weapon at ALL TIMES.
- (10) NEVER turn around while on the firing line, unless directed by your Line Coach.
- (11) If you have a malfunction or problem, keep your weapon pointed at your target; keep your eyes on your weapon. You WILL:
 - (a) NOT TRY TO FIX THE PROBLEM YOURSELF.
 - (b) SIGNAL FOR A TRAINING TIME OUT.
 - (c) NOT LOOK AROUND FOR YOUR LINE COACH; HE/SHE WILL FIND YOU.
 - (d) KEEP YOUR NONFIRING HAND IN THE AIR UNTIL THE LINE COACH TELLS YOU TO PUT IT DOWN.
 - (e) INFORM YOUR LINE COACH OF THE PROBLEM AND HE/SHE WILL ASSIST YOU.
- (12) If you hear the command "_____ or a blown whistle, it means the course of fire has been completed or a dangerous situation has occurred. Upon the command "CEASE FIRE" or the sound of a blown whistle, everyone will:
 - (a) Remove their finger from the trigger.

OUTLINE SHEET 5-05-1 (continued)

- (b) Place weapon on _____.
 - (c) Return to the standing ready position.
 - (d) NOT move until directed by a Line Coach or the Range Master.
- 4. Definitions of "Hangfire" and "Misfire"
 - a. Hangfire--Delay in the explosion of the charge after the trigger is pulled.
 - b. _____--Failure of a round to fire after trigger is pulled.
 - c. If the weapon fails to fire after the trigger is pulled:
 - (1) Ensure weapon remains sighted in on your target.
 - (2) Count to ten.
 - (3) Keep the weapon level and pointed down range; return to the standing ready position.
 - (4) Signal for a Training Time Out and wait for assistance.
- 5. Functions of 9mm Pistol Components
 - a. _____--Provides for proper placement of hands for firing.
 - b. _____--Stores 15 rounds of ammunition. For this course, each magazine will have 5 rounds.
 - c. _____ button--When depressed, releases magazine from pistol.
 - d. _____ and _____ sights--Used to aim the pistol.
 - e. _____--When squeezed, fires the weapon.
 - f. _____--When trigger is squeezed, drops forward causing the round to fire.
 - g. _____--After pistol is fired, the recoil of the assembly:
 - (1) _____ the empty cartridge.
 - (2) Reloads a new _____.
 - (3) _____ the hammer.
 - h. Slide stop--After the last round is fired, automatically holds the slide to the rear.

OUTLINE SHEET 5-05-1 (continued)

- i. Decocking/safety lever--Used to "safe" the weapon. When the safety is on, the:

- (1) Weapon will NOT fire.
- (2) Hammer is released to the forward position.

6. Pistol Stances

- a. Standing ready

- (1) Face the target.
- (2) Stand with body erect and balanced.
- (3) Ensure your toes are pointed forward and feet are placed _____-width apart.
- (4) Place the pistol grip of the weapon on the table in front of you. Ensure the weapon is level, pointed down range, and in the upright position. Keep your finger _____ the trigger.

- b. Standing isosceles

7. Procedures to Load and Unload a 9mm Pistol

**** WARNING ** IF SOMETHING IS DROPPED ON DECK BY YOU OR YOUR INSTRUCTOR, DO NOT PICK IT UP!!!**

- a. Loading

**** NOTE ** BEFORE LOADING THE PISTOL, THE DECOCKING/SAFETY LEVER SHOULD BE IN THE DOWN POSITION INDICATING THE PISTOL IS IN A SAFE CONDITION.**

- (1) Insert a loaded magazine into the magazine well of the pistol until a click is heard. This ensures proper placement of the magazine.
- (2) Press down on slide stop to load first round, do not sling shot the slide.

**** THE PISTOL IS NOW LOADED!!! THE SAFETY SHOULD BE KEPT ON "SAFE" UNTIL READY FOR USE.****

- b. Unloading

- (1) Magazine removal

**** NOTE ** DURING UNLOADING, NEVER ALLOW FINGERS OR ANY OBJECT TO CONTACT THE TRIGGER.**

- (a) Keep your weapon _____ and pointed _____ range at your target.

OUTLINE SHEET 5-05-1 (continued)

- (b) Place decocking/safety lever in the "_____"
(down) position.
- (c) If you are right-handed, ensure your left hand is
under the magazine. Depress the magazine release
button with your right thumb and catch the magazine
with your left hand.
- (d) If you are left-handed, ensure your right hand is
under the magazine. Depress the magazine release
button with your right middle finger and catch the
magazine with your right hand.

8. Firing the 9mm Pistol

- a. Sight alignment
- b. Range commands--Direct you to safely load, unload, and operate
the 9mm pistol.
 - (1) **Lock and Load**
 - (a) Ensure safety is on and insert a loaded magazine into
the pistol.
 - (b) Press down on the slide stop. Do not sling shot the
slide.
 - (c) Assume the standing ready position.
 - (2) **Bring Your Weapon Up and Sight In**
 - (a) Bring your weapon up to sight in on your target; take
weapon off "safe."
 - (b) Keep your finger OFF the trigger.
 - (3) **Commence Fire**--Fire at the _____ mass of your
target.
 - (4) **Cease Fire**--Stop firing, place your weapon on safe, and
return to the standing ready position.
 - (5) **Make a Clear and Safe Weapon**

**** WARNING ** IF SOMETHING IS DROPPED ON DECK BY YOU OR YOUR INSTRUCTOR, DO
NOT PICK IT UP!!!**

- (a) Depress magazine release button, remove magazine, and
place on bench.

OUTLINE SHEET 5-05-1 (continued)

- (b) After the last round in your magazine is fired, the slide should automatically lock to the rear. If the slide is not to the rear after firing your last round, signal for a training time out.

c. Course of fire--5 rounds in 15 seconds at:

- (1) 3 yards
- (2) 7 yards
- (3) 15 yards
- (4) 25 yards

**** NOTE ** AFTER EACH FIRING SEQUENCE, REMOVE YOUR FINGER FROM THE TRIGGER AND WAIT FOR FURTHER INSTRUCTIONS.**

**** NOTE ** WHEN THE LAST PHASE OF FIRING IS COMPLETE, FOLLOW THE LINE COACH'S INSTRUCTIONS.**

- d. Scoring--This is a familiarization course only. It does not count towards earning a ribbon/medal.

9. Clearing of 9mm Pistol for Watch Turnover

- a. Unholster the weapon; keeping a straight trigger finger, place the pistol directly into the clearing barrel.
- b. Ensure the **SAFETY** is engaged.
- c. Remove the magazine (if applicable) and hand it to the oncoming watchstander.
- d. Lock the slide to the rear.
- e. Visually and physically, inspect the chamber and magazine well, ensuring a clear and safe weapon.
- f. Come to raised pistol and turn over weapon to oncoming watchstander.

10. Functions of 12-Gauge Shotgun Components

**** NOTE ** TTO for the 12-gauge shotgun is signaled by keeping the weapon balanced in your weak hand and raising your strong firing hand above your head without saying a word.**

**** NOTE** Clear and safe weapon for shotgun.**

- a. Butt stock--Aids in holding the weapon steady.
- b. Barrel--Directs the buckshot to the target.
- c. Front sight--Fixed bead. Used for aiming the weapon.

OUTLINE SHEET 5-05-1 (continued)

- d. Magazine tube--Shotgun shells are loaded into this tube for storage until ready for use. (Holds 5 Rounds).
 - e. Trigger--When squeezed fires the weapon.
 - f. Trigger guard--Protects the trigger to prevent unintentional firing.
 - g. Receiver--The body of the shotgun that holds the bolt and the slide.
 - h. Safety button--When to the REAR "ON" position prevents the weapon from firing. When in the FORWARD "OFF" position allows the weapon to fire.
 - i. Slide action assembly--Used to chamber and eject the shell.
 - j. Action lock lever--When the weapon is cocked the slide action locks in the forward position.
 - k. Ejection port--Opening through which expended ammunition cartridges are ejected.
 - l. Clear and Safe.
11. 12-Gauge Shotgun Shooting Stances
- a. Standing ready
 - (1) Ensure you are facing your target.
 - (2) The Line Coach will instruct you to half-right face if you are right-handed; half-left face if you are left-handed, then hand you a shotgun.
 - (3) Stand with body erect and balanced.
 - (4) Hold the weapon at waist level. Place your:
 - (a) Forward "weak" non-firing hand on the underneath portion of the slide action.
 - (b) Rear "strong" firing hand on the butt stock, just aft of the receiver.
 - b. Standing (Shoulder Firing Stance)
 - (1) Place the butt stock into your "strong" shoulder.
 - (2) Place your "strong" arm parallel with the deck forming a pocket in the shoulder.
 - (3) Pull weapon tightly into the pocket by the "strong" hand on the grip of the butt stock.

OUTLINE SHEET 5-05-1 (continued)

- (4) Place your "weak" arm vertical under the weapon with "weak" hand on the slide action.
- (5) Place cheek tightly against the butt stock with "strong" eye in line with the sights.
- (6) Bend your forward knee and place your weight forward. Lean into it.

c. Shooting from the hip

- (1) Lock your forward arm downward, just forward of the body.
- (2) Keep the shotgun tucked tightly between your strong arm and hip, bend your forward knee and place your weight forward. Lean into it.

12. Procedures to Load the Shotgun

**** WARNING ** IF SOMETHING IS DROPPED ON DECK BY YOU OR YOUR INSTRUCTOR, DO NOT PICK IT UP!**

a. Chamber Loading (COMBAT LOAD)

- (1) Push Safety to "ON" position.
- (2) Depress the action bar lock.
- (3) Pull the Slide Action fully to the rear.
- (4) Place cartridge into open ejection port.
- (5) Push slide action forward to load cartridge into the chamber.

b. Display Magazine Loading (Instructor Demonstrate)

13. Firing the 12-gauge shotgun

a. Sight alignment

- (1) The purpose of aiming the shotgun is to:
 - (a) Keep as many pellets as possible on target.
 - (b) Avoid missing the target and causing damage.
- (2) Place your cheek against the butt stock to obtain proper eye alignment to the bead front sight.
- (3) If you are right-handed, use your right eye for sighting-in and close your left eye; if you are left-handed, use your left eye for sighting-in and close your right eye.

OUTLINE SHEET 5-05-1 (continued)

- (4) Focusing on the bead front sight, place the bead sight low center mass of the target at belt buckle level.

14. Range commands

- a. Range commands direct you to safely load, and operate the 12-gauge shotgun.
 - (1) Combat Load--Loading a round into the ejection port, then move the slide action to the forward position. This will load a round into the chamber.
 - (2) Magazine Load--To load a round into the magazine you must move the slide action to the forward position first, next load a round into the magazine through the bottom of the receiver.
 - (3) Bring Your Weapon Up and Sight In--Bring your weapon up to sight in on the target; using your thumb, take the weapon off safe.
 - (4) Place Your Weapon At Your Hip--Bring the weapon down to your hip, place the butt stock tightly between your hip and elbow. With your weak hand, point the shotgun at the low center mass of your target.
 - (5) Commence Fire--Fire at your target.
 - (6) Cease Fire--Stop Firing, remove your finger from the trigger, place your weapon on safe, and return to the standing ready position.
- b. Course of fire (shotgun)

5 rounds (3 from the shoulder and 2 from the hip) from the 10-yard line.

**** NOTE ** DURING THIS ENTIRE TIME THE BARREL OF THE WEAPON WILL BE POINTED DOWN RANGE PARALLEL TO THE DECK.**

15. Summary and Review

16. Application

SMALL ARMS FAMILIARIZATION

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ASSIGNMENT SHEET 5-05-2

SMALL ARMS FAMILIARIZATION
(9mm PISTOL and 12-GAUGE SHOTGUN LIVE-FIRE PHASE)

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 304 through 309

B. Study Questions

1. When handling a 9mm pistol, always assume it is
2. What is the NUMBER ONE concern at the marksmanship trainer?
3. When the command "CEASE FIRE" is given, what actions should you take?
4. The magazine of the 9mm pistol holds how many rounds of ammunition?
5. (TRUE/FALSE) The slide stop holds the slide to the open position or rear after the last round is fired.
6. What is the maximum effective range of the 9mm pistol?
7. Which two components are aligned to aim the 9mm pistol?
 - a.
 - b.
8. What happens when the magazine release button is depressed on the 9mm pistol?
9. Define the term "misfire."
10. What is the magazine capacity of the 12-gauge shotgun?

OUTLINE SHEET 2-03-1
THRIFT SAVINGS PLAN (TSP)

A. Introduction

The Thrift Savings Plan (TSP) is important because it can help you save money for retirement.

B. Enabling Objective(s):

- 27.1 Identify the definition and purpose of the Thrift Savings Plan (TSP).
- 27.2 Explain the characteristics of the Thrift Savings Plan.
- 27.3 Identify the Thrift Savings Plan investment funds and their characteristics.

C. Topic Outline

- 1. Introduction
- 2. Definition and Purpose of the Thrift Savings Plan (TSP)
 - a. Definition--An optional savings and _____ plan open to military and federal civilian personnel.
 - b. Purpose--Provides _____ income to supplement payments from the Navy and federal retirement systems.
- 3. Characteristics of the Thrift Savings Plan
 - a. Offers participants the same type of savings and tax benefits that many corporations offer under 401 (k) retirement plans.
 - b. TSP contributions and earnings are not taxed until the funds are withdrawn.
 - c. Pay roll deduction must be used to contribute into TSP.
 - d. As of 2006, you may contribute a minimum of one percent of your base pay up to a maximum of \$15,000 per year
 - e. You may also contribute from:
 - (1) Bonuses, for example:
 - (a) Selective Reenlistment Bonus (SRB)
 - (b) Career Status Bonus (CRB)
 - (2) Special pay, for example:
 - (a) Flight
 - (b) Submarine
 - (c) Special Duty Assignment
 - f. Existing retirement accounts may be transferred or rolled over into the TSP.

OUTLINE SHEET 2-03-1 (continued)

- g. Reservists that are Federal Civil Service employees can have both civilian and military accounts.
- h. The Secretary of the Navy may designate personnel in critical ratings to receive matching contributions into TSP.
- i. In-Service withdrawals are allowed for participants who can document financial hardship.
 - (1) You can not return or repay the money you remove from your account.
 - (2) After a financial hardship withdrawal, contributions can not be made into your TSP account for the following 6 months.
 - (3) Before 59½-years-old , you will pay an early withdrawal penalty and income tax.
- j. Members can borrow money against their accounts.
 - (1) TSP loans can be granted.
 - (a) For general purposes.
 - (b) To purchase a primary residence.
 - (2) Any contributions being made to your TSP account will be terminated for 6 months after each financial hardship withdrawal.
- k. Upon separation from the Navy, there are several options for your TSP account:.
 - (1) Receive a single payment for your entire account.
 - (2) Receive monthly payments based on the amount accumulated and one's life expectancy.
 - (3) Use your account balance to purchase a TSP annuity, which pays a monthly benefit for life.
 - (4) Transfer TSP funds to an Individual Retirement Account (IRA) or other qualified retirement plan.
 - (5) Leave money in the TSP to continue earning interest.
 - (a) No further contributions are allowed.
 - (b) Withdrawal of funds must begin no later than when you are 70 1/2 years-old.
- l. FOR RESERVISTS ONLY: Reservists that are federal civilian employees can have both _____ and _____ accounts.
- m. Matching funds are allowed by Service Secretaries for critical military specialties when designated.

OUTLINE SHEET 2-03-1 (continued)

4. Thrift Savings Plan Investment Funds and their Characteristics.

a. Thrift Savings Plan participants can invest into any of the following funds.

- (1) G (U.S. Government)
- (2) F (Fixed-income Index Investment)
- (3) C (Common Stock Index)
- (4) S (Small Capitalization Stock Index)
- (5) I (International Stock Index)
- (6) L (Lifecycle)

b. G Fund

- (1) Consists of investments in short-term U.S. Treasury Department _____.
- (2) The securities are issued only for use by _____ investors.
- (3) These are no-risk investments because the U.S. Government _____ them.
- (4) However, other TSP funds could yield a higher return over the long-term.
- (5) The G Fund provides a steady rate of return.

c. F Fund

- (1) Contains shares in high-quality, fixed-income, _____-term bonds.
- (2) Represents _____ and corporate securities for both the U.S. and foreign nations.
- (3) Has the potential for higher earnings than the G Fund; but, there is also a greater risk of loss.
- (4) The F Fund provides a varying rate of return.

OUTLINE SHEET 2-03-1 (continued)

d. C Fund

- (1) A _____-company U.S. stock fund.
- (2) Money is invested in stocks for about 500 companies that represent _____ U.S. stock market performance.
- (3) The stocks represent well-known, large companies such as General Motors, McDonald's, Microsoft, and Walt Disney.
- (4) The C Fund enables participants to _____ their investment among a broad range of stocks.
- (5) Returns can sharply _____ with a favorable U.S. economy; or decline with an unfavorable economy. The return on the stocks could be negative resulting in a loss for the investor.
- (6) Returns from the C Fund vary greatly from gains to a losses; however, for long-term, it is generally a sound investment.

e. S Fund

- (1) A _____ and small-company U.S. stock fund.
- (2) Money is invested into:
 - (a) All stocks for medium and small companies that have a market value greater the \$1 billion.
 - (b) A sampling of stocks with market values less than \$1 billion.
- (3) Infrequently traded stocks and those that sell for less than \$1.00 per share are excluded from the S Fund.
- (4) The S Fund invests in about 3400 U.S. traded stocks.
- (5) The S and C Funds combined, cover almost the entire U.S. stock market.
- (6) The advantages and disadvantages of investing in the S and C Funds are about the same; except that stock prices for mid- and small-size companies are more volatile, making the S Fund the riskiest investment of the two investment funds.

f. I Fund

- (1) An _____ stock fund that invests in major companies in Europe, Australia, and Asia.
- (2) The stocks represent well-known foreign companies such as Toyota Motor Corporation, British Petroleum, and Nestlé.

OUTLINE SHEET 2-03-1 (continued)

- (3) The I Fund gives TSP participants the opportunity to further diversify their investments into international stock markets.
 - (a) U.S. dollar values are determined by conversion from stock prices expressed in foreign currencies.
 - (b) If the value of the U.S. dollar decreases, the value of foreign stocks will _____; if the value of the U.S. dollar increases, the value of foreign stocks will decrease.
- (4) This fund has the risk of _____ currency fluctuations.
- g. L Fund
 - (1) This fund divides the participant's account among all the other funds.
 - (2) To maximize your investment, balances are _____ transferred between funds each business day.
 - (3) Funds are allocated based on 10-year increments (e.g., 2010, 2020, 2030, etc.) according to how long the member has until retirement.
 - (4) The amount of risk varies as each fund changes.
- h. If you don not invest in the L Fund, you can change your account balances by requesting an interfund transfer using one of the following.
 - (1) <http://www.tsp.gov/account/index.html> (and pin#)
 - (2) Thrift line (1-877-968-3778)
 - (3) Investment Allocation Form (TSP-U-50)
- 5. Summary and Review

THRIFT SAVINGS PLAN (TSP)

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OUTLINE SHEET 1-21-1

NAVY DRUG AND ALCOHOL PROGRAM

A. Introduction

Drug and alcohol abuse can ruin your Navy career and your life, and result in your death. This lesson provides information about the Navy drug and alcohol policy and related terminology.

B. Enabling Objective(s):

- 20.1 Identify the purpose of the drug and alcohol instruction (OPNAVINST 5350.4).
- 20.2 Identify the definitions of terms associated with drug and alcohol abuse.
- 20.3 Identify the characteristics, reactions, and definitions of terms associated with designer drugs.
- 20.4 Identify the major provisions of the U.S. Navy drug and alcohol policy.
- 20.5 Explain individual responsibility and accountability in accordance with the Navy drug and alcohol policy.
- 20.6 Describe the policies of the Navy's "Right Spirit" campaign.
- 21.1 Identify the major provisions of the U.S. Navy tobacco use policy.
- 23.20 Identify the relationship between the Navy Core Values and the Navy's policies on drug, alcohol, and tobacco use.

C. Topic Outline

- 1. Introduction
- 2. Purpose of Drug and Alcohol Instruction OPNAVINST 5350.4
 - a. To provide a comprehensive alcohol and other drug _____ policy for all Navy military personnel.
 - b. The instruction also provides information on:
 - (1) Responsibilities of personnel in the chain of command
 - (2) Reports and forms
 - (3) Screening and treatment programs for drug abusers
 - (4) Confidentiality of records
 - (5) Urinalysis policy and procedures

OUTLINE SHEET 1-21-1 (continued)

- (6) _____ use of drugs
- (7) Education and training policy and requirements
- (8) Acronyms and definitions

3. Definitions of Terms Associated with Drug and Alcohol Abuse

a. Alcohol related

- (1) Abuse--The excessive or repeated use of alcohol that adversely affects the user's health, family, or ability to perform on the job.
- (2) Dependence--Physical or psychological reliance on alcohol.
- (3) Incident--Behavior that is:
 - (a) Caused by the use of alcohol.
 - (b) Punishable under the UCMJ or civilian authority.

b. Drug related

- (1) Controlled substances--Drugs or other substances that have their use and possession restricted by _____ regulations. Controlled substances include:
 - (a) Cannabis--Marijuana, THC, Hashish
 - (b) Narcotics--Heroin, Morphine, Codeine, Methadone, Darvon
 - (c) Hallucinogens/psychedelics--LSD, STP, PCP, Peyote, Psilocybin (magic mushroom)
 - (d) Depressants--Tranquilizers, Methaqualone, Quaaludes, Phenobarbital, Valium, Librium
 - (e) Stimulants--Cocaine, Amphetamines, Methamphetamines, Crystal Meth (ice)
 - (f) Anabolic steroids--Stanozolol
 - (g) Designer (club) drugs--Ecstasy (X, MDMA, Adam), Ketimine (Special K), GHB (G)
- 1 Commonly found at "_____" or "trances":
 - a Are dances or parties; usually non-alcoholic.
 - b Last all night.
 - c Target _____ year-olds.

OUTLINE SHEET 1-21-1 (continued)

- 2 Ecstasy is:
 - a Illegal.
 - b An amphetamine-based drug with hallucinogenic properties.
 - c Normally sold in tablet form (size and color vary) for \$10-\$30 per "hit" (dose).
 - d Growing in popularity.
 - e Tested for during Navy urinalysis screening.
- 3 Designer drugs cause a different reaction in every person; no one can predict the outcome. Some reactions include:
 - a Hallucinations
 - b Paranoia
 - c Amnesia
 - d _____
- 4 When used with alcohol, the effects of these and other drugs are even more harmful.

(2) Legal drugs

- (a) Over the counter and prescribed medication taken as directed.
- (b) A legal drug not taken as directed is considered drug abuse.

4. U.S. Navy Drug and Alcohol Policy

a. The Navy's policy on:

- (1) Drug abuse is "_____."
- (2) Alcohol is "responsible use." Use of alcohol must NOT:
 - (a) Interfere with one's military duty.
 - (b) Reduce one's dependability.
 - (c) Reflect discredit on one's self or the Navy.

b. Alcohol abusers/alcoholics

OUTLINE SHEET 1-21-1 (continued)

- (1) The Navy will provide rehabilitation for alcohol abusers that show _____ for further useful service.
- (2) Repeat offenders and personnel not motivated to reject their abuse are separated from the Navy.

c. Drug abusers

- (1) Will be separated from the military.
- (2) All drug dependent service members will be offered treatment as part of discharge.

5. Individual Responsibility and Accountability in Accordance with the Navy Drug and Alcohol Policy

a. Responsibility

- (1) All sailors are responsible for themselves and their shipmates to avoid:
 - (a) Excessive use of alcohol.
 - (b) The use of controlled substances.
- (2) When with a shipmate, try to discourage excessive drinking.

b. _____

- (1) Drug and alcohol abuse is punishable under the UCMJ.
- (2) Disciplinary actions for drug/alcohol abuse include:
 - (a) Commanding officer non-judicial punishment (captain's mast)
 - (b) Trial by court-martial
 - (c) Separation from the Navy
- (3) Discharges due to:
 - (a) Alcohol abuse are under "Other than Honorable."
 - (b) Drug abuse are "_____."
- (4) Discharges because of drug or alcohol abuse have a negative impact on the offender's future.
 - (a) The discharge remains a permanent part of a member's Enlisted Service Record.
 - (b) May cause the service member to be:

OUTLINE SHEET 1-21-1 (continued)

1 Refused employment.

2 Denied veteran's benefits.

- (5) An arrest and/or conviction by civilian authorities does not exclude the possibility of prosecution by the Navy.
- (6) In 1997 alone, at Combat System Schools Division, Great Lakes, 412 Sailors were awarded _____ at Captain's Mast for violation of Article 92 (Failure to obey an order or regulation). Of the 412 cases, 400 were due to underage drinking. The standard punishment at NTC Great Lakes for underage drinking is:
 - (a) ½ month's pay for two months
 - (b) 45 days restriction
 - (c) 45 days of extra duty
 - (d) Reduction in rate
- (7) Hospital Corps students who are found guilty of underage drinking or contributing to minors are:
 - (a) _____ from Corps school, and reassigned to Temporary Processing Unit (TPO) to await new orders.
 - (b) 45 days extra duty and 45 days restriction, ½ months pay for two months.
 - (c) Ordered to the fleet as an undesignated SN.

6. Policies of the Navy "Right Spirit" Campaign

- a. The goals of the Navy "Right Spirit" Campaign are to:
 - (1) Enhance fleet readiness by reducing alcohol abuse and incidents.
 - (2) Provide a safe and productive working environment.
 - (3) Ensure quality of life for Sailors and their families.
- b. The campaign is aimed at _____.
- c. The campaign's effort is based on:
 - (1) Personal responsibility--Individuals must:
 - (a) Be responsible and accountable for their actions.
 - (b) Not drink and drive.

OUTLINE SHEET 1-21-1 (continued)

- (c) Not exhibit public drunkenness.
- (d) Comply with local laws for the purchase, possession, and use of alcohol.
- (2) Shipmate _____--Sailors take care of each other, both on and off duty.
 - (a) Intervene before excessive drinking occurs.
 - (b) Stop a shipmate from driving under the influence of alcohol.
 - (c) Challenge inappropriate behavior resulting from alcohol use.

7. U.S. Navy Tobacco Use Policy

a. Background

- (1) Tobacco products are cigarettes, pipe tobacco, cigars, or _____ tobacco (chewing tobacco, snuff, dip, etc.).
- (2) Tobacco use has been determined to be the most preventable cause of illness and death in the United States. It kills more than 400,000 (19 percent of total deaths) annually.

b. Policy

- (1) It is the Navy's policy to:
 - (a) Support abstinence.
 - (b) Discourage the use of tobacco products.
 - (c) Create a healthy working environment.
 - (d) Provide encouragement and _____ assistance to stop smoking.
 - (e) Provide a tobacco cessation program.
- (2) It is DON (Department of the Navy) policy that smoke-free DON facilities be established to protect all DON civilians and military personnel and members of the public visiting or using DON facilities from the health hazards caused by exposure to tobacco smoke.
- (3) Tobacco use outdoors is prohibited except in designated tobacco use areas.
 - (a) Outside tobacco use areas shall be well _____ and policed. They shall not be at front entrance areas of buildings.

OUTLINE SHEET 1-21-1 (continued)

- (b) Use of tobacco products in government vehicles is prohibited.
 - (c) Discarded tobacco products will be placed in the proper receptacles to prevent fire hazards.
- 8. Relationship Between the Navy Core Values and the Navy's Policies on Drug, Alcohol, and Tobacco Use
 - a. Honor--We are honor bound to drink responsibly and abstain from using illegal drugs.
 - b. Courage--Have the courage to get help if you have a problem with drugs or alcohol.
 - c. Commitment--Be committed to upholding Navy policy on drug, alcohol, and tobacco use.
- 9. Summary and Review
- 10. Application

NAVY DRUG AND ALCOHOL PROGRAM

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ASSIGNMENT SHEET 1-21-2

NAVY DRUG AND ALCOHOL PROGRAM

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 515 and 516

B. Study Questions

1. What instruction is the basic reference for providing the Navy's policy on drug and alcohol?
2. (TRUE/FALSE) Counseling is available for drug abusers.
3. A physical or psychological reliance on alcohol is called
4. Behavior caused by the use of alcohol that results in problems with the police is called an alcohol related
5. The excessive use of alcohol that adversely affects the user's health, family, and ability to perform on the job is called alcohol
6. Drugs or other substances that have their use and possession restricted by federal regulations are called substances.
7. How can overuse of alcohol adversely affect a Navy person's job performance?
8. What is the name of the Navy campaign to counter the negative affects of alcohol use by Sailors?
9. In what locations are personnel permitted to smoke on a Navy base?
10. Ecstasy is classified as what type of drug?

OUTLINE SHEET 1-05-1

ANTITERRORISM/FORCE PROTECTION

A. Introduction

B. Enabling Objective(s):

- 7.1 Define terrorism-related terms.
- 7.2 Identify the types of terrorism.
- 7.3 Explain the categories of motivation for terrorists.
- 7.4 Identify the types of acts committed by terrorists.
- 7.5 Define the term "improvised explosive device" and the places where terrorists might hide one.
- 7.6 Explain the procedures for receiving a bomb threat via telephone.
- 7.7 Identify the U.S. counterterrorism policy.
- 7.8 Identify terrorist-related current events.
- 7.9 Explain shipboard force protection condition (FPCON) measures.
- 7.10 Explain the Homeland Security Advisory System.
- 7.11 Explain individual antiterrorism/force protection measures.
- 7.12 Identify the expectations for future terrorist actions.
- 23.5 Identify the relationship between the Navy Core Values and combating terrorism.

C. Topic Outline:

1. Introduction

a. Motivate Students

- (1) Terrorism has occurred for many centuries.
 - (a) The oldest terrorists were holy warriors who killed civilians. In first-century Palestine, Jewish Zealots publicly slit the throats of Romans and their collaborators.
 - (b) Sarajevo, Bosnia and Herzegovina (Europe), June 1914: a Serbian extremist assassinated Austrian Archduke Franz Ferdinand; this event helped trigger World War I.

INFORMATION SHEET 1-05-1 (continued)

- (2) More recent examples of terrorism include:
- (a) Beirut, Lebanon, 23 Oct 1983: Shiite suicide bombers exploded a truck near U.S. military barracks killing 241 Marines.
 - (b) Beirut, Lebanon, 14 June 1985: An Athens to Rome Trans World Airlines flight was forced to fly to Beirut by Palestinian gunmen. A U.S. Navy diver was executed.
 - (c) New York City, 26 February 1993: A terrorist car-bomb exploded in the basement of the World Trade Center killing 6 persons and injuring at least 1,000 others.
 - (d) Oklahoma City, 19 April 1995: A truck-bomb exploded outside the Federal Building killing 166 persons. Timothy McVeigh and Terry Nichols were later convicted of the crime.
 - (e) Dhahran, Saudi Arabia, 25 June 1996: An Islamic militant group exploded a truck-bomb outside the Khobar Towers U.S. military complex killing 19 service members and injuring 515.
 - (f) Aden, Yemen, 12 October 2000: The U.S. Navy destroyer, USS Cole, was heavily damaged when a small boat carrying two terrorists pulled alongside the ship and exploded killing seventeen sailors.
 - (g) New York City; Arlington, Virginia; and Shanksville, Pennsylvania; 11 September 2001:
 - 1 An American Airlines Boeing 767 and a United Airlines Boeing 767 were hijacked and flown into the North and South Towers of the World Trade Center, New York City; both towers collapsed.
 - 2 An American Airlines Boeing 757 was also hijacked and crashed into the Pentagon in Arlington, Virginia.
 - 3 A United Airlines Boeing 757 was hijacked but passengers overcame the hijackers; the plane crashed near Shanksville, Pennsylvania.
 - 4 There were 3,221 dead from the three incidents.
 - (h) London, England, 7 July 05: Islamic extremists bombed three subway trains and a double-decker bus resulting in 56 people killed and more than 700 wounded.

INFORMATION SHEET 1-05-1 (continued)

- (3) The U.S. Department of State designates a number of organizations as terrorist groups, including:
 - (a) National Liberation Army: Columbia
 - (b) Palestinian Islamic Jihad Faction: Israel, Syria, Lebanon
 - (c) Palestine Liberation Front Faction: Iraq, Lebanon
 - (d) Popular Front for the Liberation of Palestine: Israel, Syria, and Lebanon
 - (e) Revolutionary People's Liberation Party/Front: Turkey
 - (f) Al Qáida (established by Osama bin Laden): Worldwide
 - (g) Armed Islamic Group: Algeria, Mali, Mauritania, Niger, and Europe
 - (h) Al-Jihad: Egypt, Afghanistan, Pakistan, Lebanon, United Kingdom, and Yemen

2. Definitions of Terrorism-Related Terms

a. Terrorism

- (1) The use of violence, or threat of violence, in an attempt to intimidate governments or societies.
- (2) Accomplished to obtain the following goals:
 - (a) Political
 - (b) Religious
 - (c) Ideological
- (3) Terrorist acts are often deliberately spectacular, designed to rattle and influence a wide audience, beyond the victims of the violence itself.

b. Antiterrorism--Defensive measures used to reduce the vulnerability of individuals and property to terrorists attacks.

c. Force protection--Measures taken to prevent or lessen terrorist actions directed toward DoD:

- (1) Personnel (military and civilian) and their families.
- (2) Facilities
- (3) Equipment
- (4) Critical information

INFORMATION SHEET 1-05-1 (continued)

- d. Counterterrorism--Offensive measures taken to prevent and respond to terrorism; e.g., attacks on Taliban forces in Afghanistan in response to 9-11.

3. Types of Terrorism

a. Nationalist

- (1) Seek to form a separate state for their group, often by drawing attention to a fight for "national liberation" that they think the world has ignored.
- (2) National terrorism can be difficult to define since many groups accused of the practice insist they are not terrorists but freedom fighters.
- (3) Examples:
 - (a) Irish Republican Army (IRA)
 - (b) Palestine Liberation Organization (PLO)
 - (c) Kurdish Workers' Party

b. Religious

- (1) Terrorists use violence to further what they see as divinely commanded purposes, often targeting broad categories of foes in an attempt to bring about sweeping changes.
- (2) Examples:
 - (a) Al-Qaeda
 - (b) The Palestinian Sunni Muslim organization Hamas
 - (c) The Lebanese Shiite group Hezbollah
 - (d) Some American white-supremacist militias

c. State-sponsored

- (1) Terrorist groups are deliberately used by radical states as foreign policy tools.
- (2) The state hires personnel to act as terrorists.
- (3) Example (event): In 1979, the Iranian government used young militants to seize hostages at the U.S. embassy in Tehran.

INFORMATION SHEET 1-05-1 (continued)

- (4) Examples (organizations):
 - (a) Hezbollah (Iran)
 - (b) Abu Nidal Organization (Syria, Libya)
 - (c) Japanese Red Army (Libya)
- d. Left-wing
 - (1) Terrorists want to destroy capitalism and replace it with a communist or socialist regime.
 - (2) Sometimes kidnap business tycoons or bomb monuments.
 - (3) Examples:
 - (a) Baader-Meinhof Group/Red Army Faction (Germany)
 - (b) Japanese Red Army
 - (c) Red Brigades (Italy)
- e. Right-wing
 - (1) Terrorists seek to do away with liberal democratic governments and create fascist (dictatorial) states in their place.
 - (2) Are racist and anti-Semitic
 - (3) Example: Skinheads
- f. Anarchist
 - (1) Seek to overthrow established governments by bombings and assassinations of heads of state.
 - (2) Example: In 1901, a Hungarian refugee with anarchist sentiments assassinated U.S. President William McKinley.
- g. Domestic
 - (1) Involves groups or individuals:
 - (a) Who are based and operate entirely within the United States and its territories without foreign direction.
 - (b) Whose acts are committed against persons or property to intimidate or coerce the government or its population to further political or social objectives.
 - (2) Example: Timothy McVeigh's bombing of the Federal Building in Oklahoma City.

INFORMATION SHEET 1-05-1 (continued)

- h. Special interest
 - (1) Terrorists that seek to influence specific issues, rather than widespread political change.
 - (2) Extremists conduct acts of violence to force society to change their attitudes about important issues; e.g., animal rights, pro-life, environmental, etc.
 - (3) Example: Bombing of abortion clinics.
- 4. Categories of Motivation for Terrorists
 - a. Many terrorists are convinced that their cause has been betrayed and exploited by outside sources; therefore, terrorists feel justified in victimizing others.
 - b. The motivation for terrorists can be classified into three categories.
 - (1) Rational
 - (a) Think through their options to determine if there are less costly and more effective ways to achieve their goals than by resorting to terrorism.
 - (b) They try to determine if terrorism will create enough anxiety to attain their goals without causing a backlash that will destroy their cause and themselves.
 - (2) Psychological
 - (a) Do not consider that they may be wrong and others may be right.
 - (b) Have a "we versus they" outlook, which allows them to dehumanize their victims.
 - (3) Cultural
 - (a) The fear of losing their language, religion, or homeland triggers violence.
 - (b) Religious extremists are highly committed to their cause and often are willing to sacrifice their lives (i.e., suicide terrorists); e.g., Al-Qáida.
- 5. Types of Acts Committed by Terrorists
 - a. Assassinations; e.g., assassination of Archduke Ferdinand: June 1914.
 - b. Arson
 - c. Bombings; e.g., Bombing of U.S. Embassy In Beirut: April 1983.

INFORMATION SHEET 1-05-1 (continued)

- d. Seizure and occupation of a building; e.g., seizure of Beslan Elementary School (Russia) by Chechen terrorists. As a result of terrorists firing on Russian security forces, 344 civilians, including 186 children, were killed: September 2004
 - e. Hostage-taking; e.g., Beslan Elementary School.
 - f. Kidnapping; e.g., kidnapping of three Romanian journalists in Iraq by terrorists: March 05. The journalists were later released.
 - g. Hijacking or skyjacking; e.g., New York City; Arlington, Virginia; Shanksville, Pennsylvania: 11 Sept 2001.
 - h. Attacks on a facility; e.g., Federal Building in Oklahoma City: April 1995.
 - i. Sabotage; e.g., terrorists infiltrating a computer network.
 - j. Perpetration of hoaxes; e.g., bomb threats.
 - k. Nuclear, biological, and chemical weapons and materials; e.g., use of nerve gas in Tokyo subway: March 1995.
 - l. Environmental destruction; e.g., As Iraqi forces retreated from the conquered nation of Kuwait near the end of the Gulf War of 1991, Kuwaiti oil wells were set afire causing pollution of the environment.
6. Improvised Explosive Device and the Places Where Terrorists Might Hide One
- a. Improvised explosive device (IED)--A bomb normally rigged together from readily available materials that is designed to explode and:
 - (1) Destroy objects and facilities.
 - (2) Incapacitate and kill people.
 - b. Terrorists might hide bombs/IEDs:
 - (1) Outside; for example, in:
 - (a) Trash cans
 - (b) Dumpsters
 - (c) Mailboxes
 - (d) Street drain systems

INFORMATION SHEET 1-05-1 (continued)

- (e) Storage areas
- (f) Parked cars or trucks
- (2) Inside; for example:
 - (a) In mail parcels or letters
 - (b) Inside desks or storage containers
 - (c) Inside ceilings with removable panels
 - (d) Behind drapes or curtains
 - (e) In trash cans
 - (f) Under ladderwells
- (3) In plain sight.

7. Procedures for Receiving a Bomb Threat via Telephone

If you receive a bomb threat via a telephone call, use the following procedures:

- a. As you talk, try to complete the "Telephonic Threat Complaint" located near Navy telephones.
- b. Try to keep a word-for-word record of the conversation.
- c. To obtain more information, attempt to keep the caller talking as long as possible. Ask the caller:
 - (1) When will the bomb go off?
 - (2) Where is the bomb located?
 - (3) What kind of bomb is it?
 - (4) What does the bomb look like?
 - (5) From where are you calling?
- d. If the caller requests to talk to another person, permit them to do so. If possible, monitor the conversation.
- e. Upon completion of the call, hang up the telephone; then pick up the same phone and immediately dial *57; however, do NOT dial 9 first.
 - (1) This activates a trace on the phone call.

INFORMATION SHEET 1-05-1 (continued)

- (2) Dial *57 immediately following the bomb threat phone call; if another call comes in the meanwhile, the phone trace will not work.
 - (3) An automated message will tell you whether the call was successfully traced and provide further instructions.
- f. Alert security or the officer of the deck about the bomb threat.
- g. When aboard ship, procedures may vary.
- 8. U.S. Counterterrorism Policy
 - a. Make no concessions to terrorists; strike no deals.
 - b. Bring terrorists to justice for their crimes; e.g., Timothy McVeigh was executed for the Oklahoma City truck-bombing of the Federal Building.
 - c. Isolate and apply pressure on states that sponsor terrorism to force them to change their behavior; e.g., sanctions against Iraq.
 - d. Bolster the counterterrorism capabilities of those countries that work with the U.S. and require assistance.
- 9. Terrorist-Related Current Events
- 10. Shipboard Force Protection Condition (FPCONs) Measures
 - a. These conditions are set aboard ship to indicate the level of threat from terrorist attack.
 - b. FPCON measures serve two purposes:
 - (1) Increase the level of security.
 - (2) Display the ship's determination to prepare for and counter the terrorist threat.
 - c. There are five threat condition levels.
 - (1) **FPCON NORMAL**--Applies when a general threat of terrorist activity exists; routine security procedures are in place.
 - (2) **FPCON ALPHA**--Declared when a general threat of possible terrorist activity is directed toward installations and personnel.
 - (a) Security measures must be capable of being maintained indefinitely.
 - (b) Designated shipboard watchstanders and pier sentries are armed and equipped with communication devices.

INFORMATION SHEET 1-05-1 (continued)

- (c) Small boats are a special concern for the ship because they can be a platform for terrorist; e.g., USS Cole.
- (3) **FPCON BRAVO**--Declared when a more predictable threat of terrorist activity exists.
 - (a) Security measures must be capable of being maintained for weeks without affecting operational capability.
 - (b) Maintain appropriate FPCON ALPHA measures.
 - (c) Be suspicious of strangers, unattended vehicles, abandoned packages, and unusual activity. Notify the duty officer of any suspicions.
 - (d) Prepare a warning tape in both English and the local language to warn small craft to remain clear of the ship.
 - (e) Arm additional watchstanders and security personnel.
 - (f) If the situation warrants, place an armed sentry inside the ship's superstructure at a site from which the quarterdeck can be covered.
 - (g) Prepare small boats and place armed crews on alert.
 - (h) Maintain one brow for limited access to ship.
- (4) **FPCON CHARLIE**--Declared when an incident occurs or intelligence is received indicating that some form of terrorist action against installations and personnel is imminent.
 - (a) Implementation of this threat condition for more than a short period will probably create hardship for the ship and personnel.
 - (b) Maintain appropriate ALPHA and BRAVO conditions.
 - (c) Cancel liberty and execute emergency recall.
 - (d) Be prepared to get underway in one-hour's notice.
 - (e) Establish .50 or .30-caliber machine gun positions.
 - (f) Deploy:
 - 1 Stinger surface-to-air missiles.
 - 2 Small boats.
 - 3 A helicopter to serve as an observation/gun platform.

INFORMATION SHEET 1-05-1 (continued)

- (g) Energize radar and sonar systems.
- (5) **FPCON DELTA**--Declared locally when a terrorist attack has occurred in the immediate area **or** intelligence has been received that indicates a terrorist action against a specific location is likely.
 - (a) Maintain appropriate ALPHA, BRAVO, and CHARLIE conditions.
 - (b) Prepare to get underway.
 - (c) Post sentries with machine guns to cover possible helicopter landing areas.
 - (d) Deploy M-203 grenade launchers to cover approaches to ship.

11. Homeland Security Advisory System

- a. The Department of Homeland Security threat conditions represent the:
 - (1) Level of risk for terrorist attack.
 - (2) Protective actions suggested for Federal departments and agencies.
- b. There are five threat condition levels.
 - (1) Low risk (green)
 - (a) Refine and exercise established protective measures.
 - (b) Train personnel on the Homeland Security Advisory System and preplanned department/agency protective measures.
 - (c) Assess the department/agency for vulnerability to terrorist attack.
 - (2) Guarded risk (blue)--Declared when there is a general risk of terrorist attack.
 - (a) Observe condition green protective actions.
 - (b) Check communication systems with designated emergency response locations.
 - (c) Review and update emergency response procedures.
 - (d) Provide the public with information that would strengthen its ability to act appropriately.

INFORMATION SHEET 1-05-1 (continued)

- (3) Elevated risk (yellow)--Declared when there is a significant risk of terrorist attack.
 - (a) Observe condition blue protective actions.
 - (b) Increase surveillance of critical locations.
 - (c) Coordinate emergency plans, as appropriate, with nearby jurisdictions.
 - (d) Assess whether the nature of the threat requires refinement of preplanned protective measures.
 - (e) Implement the appropriate contingency (an attack may or may not happen) and emergency response plans.
- (4) High risk (orange)--Declared when there is a high risk of terrorist attack.
 - (a) Observe condition yellow protective actions.
 - (b) Coordinate security efforts with:
 - 1 Federal, state, and local law enforcement agencies.
 - 2 The other armed services.
 - (c) Take additional precautions at public events; consider alternate sites or cancellation.
 - (d) Prepare to implement contingency procedures, such as dispersing the workforce.
 - (e) Restrict access to the threatened facility to essential personnel only.
- (5) Severe risk (red)--Declared when there is a severe risk of terrorist attack. This condition is NOT intended to be sustained for a long period of time.
 - (a) Observe condition orange protective actions.
 - (b) Increase or redirect personnel to address critical emergency needs.
 - (c) Assign emergency response personnel, and mobilize and position specially trained personnel and their equipment.
 - (d) Monitor, redirect, or discontinue transportation services.
 - (e) Secure public and government facilities.

INFORMATION SHEET 1-05-1 (continued)

12. Individual Antiterrorism/Force Protection Measures

- a. Since 1971, a number of DOD personnel have been killed and wounded because of terrorist attacks.
- b. Attacks have been directed at:
 - (1) DOD civilian employees and contractors
 - (2) Officer and enlisted military personnel
 - (3) DOD facilities and property
- c. The following video will explain procedures for individual protection from terrorist attack.

13. Expectations for Future Terrorist Actions

- a. Future terrorism is likely to include higher levels of violence.
- b. There could (or will continue to) be attacks:
 - (1) By suicide bombers.
 - (2) On military forces and civilians in Iraq and throughout the Middle East.
 - (3) On schools, hospitals, emergency response teams, etc.
 - (4) By individuals, or two- or three-man groups; e.g., the "Unabomber," Theodore Kaczynski.
 - (5) On food and water supplies.
 - (6) Using biological agents to spread infectious diseases.
 - (7) By hackers to infiltrate computer systems.
 - (8) Using surface-to-air missiles to shoot down civilian aircraft.
 - (9) On political leaders, such as assassinations, or attacks on the White House or U.S. Capitol.
- c. Terrorists will likely resort to violence for an ever-widening range of causes.
- d. U.S. military personnel will continue to be targets for terrorists; we symbolize U.S. power.

INFORMATION SHEET 1-05-1 (continued)

14. Relationship Between the Navy Core Values and Combating Terrorism
 - a. Honor--When dealing with terrorism, stand strong in the face of danger.
 - b. Courage--Have the courage to combat terrorism; e.g., on 9-11, the passengers that overcame the airliner hijackers to prevent the aircraft from crashing into a significant site.
 - c. Commitment--Be committed to combating terrorism.
15. Summary and Review
16. Application
17. Homework

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

INFORMATION SHEET 1-05-2

TELEPHONIC THREAT COMPLAINT

DEPARTMENT OF THE NAVY TELEPHONIC THREAT COMPLAINT		IF BOMB THREAT, ASK THE CALLER • WHEN IS THE BOMB TO GO OFF? • WHERE IS THE BOMB TO GO OFF? • WHAT KIND OF BOMB IS IT? • WHAT DOES THE BOMB LOOK LIKE? • WHERE ARE YOU CALLING FROM?	
1. COMMAND			
a. Name & Address		b. Phone No	
2. COMPLAINANT			
a. Name			
3. PERSON RECEIVING CALL			
a. Name		b. Date & Place of Birth	
c. Command Name & Address		d. Phone Number (Work) (Home)	
4. TELEPHONE CALL RECEIVED ON			
a. Phone Number (Include area code)		b. Location	
c. Phone Number listed in ("x" all that apply) <div style="display: flex; justify-content: space-between; align-items: center;"> <input type="checkbox"/> Unlisted <input type="checkbox"/> Other (list) <input type="checkbox"/> Command Directory <input type="checkbox"/> Base Directory <input type="checkbox"/> Local Directory </div>			
5. DETAILS OF CALL			
a. Date		b. Day of Week	
c. Time			
6. CONTEXT OF CONVERSATION			
a. Recipient			
b. Caller			
c. Recipient			
d. Caller			
e. Recipient			
f. Caller			
7. BACKGROUND NOISES (Describe street sounds, voices, music, etc. If more space is needed, continue on reverse.)			
8. INFORMATION ABOUT CALLER/VOICE CHARACTERISTICS			
a. Sex		b. Age	
c. Race		d. Accent	
e. Educational Level		f. Attitude (Calm, Nervous, Serious)	
g. Other			
9. WERE THERE ANY WITNESSES TO THE CALL? <input type="checkbox"/> No <input type="checkbox"/> Yes (List name)		10. DO YOU HAVE ANY SUSPICION AS TO THE IDENTITY OF THE CALLER? <input type="checkbox"/> No <input type="checkbox"/> Yes (List name)	
11. NOTIFICATION OF AUTHORITY ("x" all notified)			
<input type="checkbox"/> CO <input type="checkbox"/> XO <input type="checkbox"/> OOD <input type="checkbox"/> Security <input type="checkbox"/> NISRA <input type="checkbox"/> Telephone Company <input type="checkbox"/> EOD <input type="checkbox"/> Fire Dept			

OPNAV 55278 (12-82)

SN 0107-LF-095-2740

BMRf2208

INFORMATION SHEET 1-05-3**COMBATING TERRORISM****FOREWORD**

Terrorism is an indiscriminate crime that comes in varying forms of threats and violence and is used primarily to attain political goals of one form or another. Terrorists generate fear through acts of violence, intimidation, and coercion. Acts of terrorism such as hijacking, bombings, etc., occur routinely in certain parts of the world making almost anyone a potential victim. Terrorism is frightening and the results are horrifying. As recent events have shown, terrorists have reached new levels of organization, sophistication, and violence. Terrorist tactics and techniques are changing and challenging the effectiveness of our current anti-terrorist measures. Accordingly, we must change our very mind set about terrorism. You and your families are an important part of our military. This information will not ensure immunity against terrorist, but by practicing these techniques and proven security habits, the possibility of becoming a terrorist target will be lessened. Security against terrorism is the responsibility of every individual assigned to the Armed Forces. As members of the military community, you are a most valuable yet most vulnerable resource.

This information will assist in making you and your family less vulnerable to terrorist. Please incorporate those protective measures that are applicable to your particular situation. Through constant awareness, you can protect yourself and your family from acts of terrorism.

REFERENCE:

Service Member's Personal Protection Guide: A Self-Help Guide to Combat Terrorism While Overseas, Joint Staff Guide 5260, Joint Chiefs of Staff, Section I, "General Security Checklist"

STEPS TO COMBAT TERRORISMKeep a low profile

Your dress, conduct, and mannerisms should not attract attention. Make an effort to blend into the local environment. Avoid publicity and do not go out in large groups. Stay away from civil disturbances and demonstrations.

Be unpredictable

Vary your routine to and from work and the time you leave and return home. Vary the way you dress. Do not exercise at the same time and place each day, never alone, on deserted streets, or country roads. Let people close to you know where you are going, what you will be doing, and when you should be back.

Be alert

Be alert for anything suspicious or out of place. Do not give personal information over the telephone. If you think you are being followed, go to a pre-selected secure area. Immediately report the incident to the military/security police or law enforcement agencies. In overseas areas without such above agencies, report the incident to the Security Officer of the Military Attaché at the U.S. Embassy.

INFORMATION SHEET 1-05-3 (continued)

GENERAL SECURITY CHECKLIST

- ☐ Instruct you family and associates not to provide strangers with information about you or your family.
- ☐ Avoid giving unnecessary personal details to information collectors.
- ☐ Be alert to strangers who are on government property for no apparent reason. Report all suspicious persons loitering near your residence or office; attempt to provide a complete description of the person and/or vehicle to police or security.
- ☐ Vary daily routines to avoid habitual patterns. If possible, fluctuate travel times and routes to and from work.
- ☐ Refuse to meet with strangers outside your work place.
- ☐ Always advise associates or family members of your destination when leaving the office or home and the anticipated time of arrival.
- ☐ Do not open doors to strangers.
- ☐ Memorize key phone numbers--office, home, police, security, etc.
- ☐ Be cautious about giving out information regarding family travel plans or security measures and procedures.
- ☐ If you are overseas, learn and practice a few key phrases in the native language, such as "I need a policeman, doctor," etc.

HOUSE, HOME, AND FAMILY SECURITY

Although terrorists seldom target spouses and children, they should practice basic precautions for their personal security. Familiarize your family with the local terrorist threat and regularly review the protective measures and techniques listed in this handbook. Ensure everyone in the family knows what to do in an emergency.

Tips for the Family at Home

- Restrict the possession of house keys. Change locks if keys are lost or stolen and when moving into a previously occupied residence.
- Lock all entrances at night, including the garage. Keep the house locked, even if you are at home.
- Destroy all envelopes or other items that indicate your name and rank.
- Develop friendly relations with your neighbors.
- Do not draw attention to yourself; be considerate of neighbors.
- Avoid frequent exposure on balconies and near windows.

Be Suspicious

- Be alert to public works crews and, if overseas, other foreign nationals requesting access to residence check their identities through a peephole before allowing entry.
- Be alert to peddlers and strangers.
- Write down license numbers of suspicious vehicles; note descriptions of occupants.
- Treat with suspicion any inquiries about the whereabouts or activities of other family members.
- Report all suspicious activity to Military/Security Police or local law enforcement.

INFORMATION SHEET 1-05-3 (continued)

Telephone Security

- Post-emergency numbers on the telephone:
 - Military/Security Police _____
 - Local Police _____
 - Fire Department _____
 - Hospital _____
- Do not answer your telephone with your name and rank.
- Report all threatening phone calls to security officials.

When Going Out Overseas

- Travel in groups as much as possible. Avoid high-risk areas and demonstrations, and vary movements so as not to be predictable.
- Try to be inconspicuous when using public transportation and facilities. Dress, conduct, and mannerisms should not attract attention.
- Avoid public demonstrations; do not be curious.
- Stay away from controversial meeting places; visit only reputable establishments, but do not frequent the same off base location (in particular, unknown, U.S. associated locales).

Special Precautions for Children

- Never leave young children alone or unattended. Be certain they are in the care of a trustworthy person.
- If it is necessary to leave children at home, keep the house well lighted and notify the neighbors.
- Instruct children to keep doors and windows locked, and never to admit strangers.
- Teach children how to contact the police or a neighbor in an emergency.
- Know where your children are all the time.
- Advise your children to:
 - Never leave home without telling you where they will be and who will accompany them.
 - Travel in pairs or groups.
 - Avoid isolated areas.
 - Use locally approved play areas where responsible adults supervise recreational activities and where police protection is readily available.
 - Refuse automobile rides from strangers and refuse to accompany strangers anywhere on foot even if the strangers say mom or dad sent them, or said it was "okay."
- Report immediately to the nearest point of authority (parent, teacher, police) anyone who attempts to molest or annoy them.

Security Precautions When You Are Away

- Leave the house with a lived-in look.
- Stop deliveries or forward mail to a neighbor's home.
- Do not leave notes on doors.
- Do not hide keys outside house.
- Use a timer (appropriate to local electricity) to turn lights on and off at varying times and locations.
- Leave radio on. (Best with timer.)
- Hide valuables.
- Notify the police or a trusted neighbor of your absence.

INFORMATION SHEET 1-05-3 (continued)

Suspicious Packages or Mail

- Suspicious characteristics to look for include:
 - An unusual or unknown place of origin.
 - No return address.
 - An excessive amount of postage.
 - Abnormal or unusual size.
 - Oily stains on the package.
 - Wires or strings protruding from or attached to an item.
 - Incorrect spelling on the package label.
 - Differing return address and postmark.
 - Appearance of foreign style handwriting.
 - Peculiar odor. (Many explosives used by terrorist smell like shoe polish or almonds.)
 - Unusual heaviness or lightness.
 - Uneven balance or shape.
 - Springiness in the top, bottom or sides.
- Never cut tape, string, or other wrapping on a suspect package or immerse a suspected letter or package in water. Either action could cause an explosive device to detonate.
- Never touch or move a suspicious package or letter.
- Report any suspicious packages or mail to security officials immediately.

Domestic Employees

- Conduct a security background check with local police, neighbors, and friends.
- Inform employees about security responsibilities.
- Instruct them which phone or other means of communication to use in an emergency.
- Do not discuss travel plans or sensitive topics within employees hearing.
- Discuss duties in friendly, firm manner.
- Give presents or gratuities according to local customs.

Residential Security

- Exterior grounds:
 - Do not put your name on the outside of your residence or mailbox.
 - Have good lighting.
 - Control vegetation to eliminate hiding places.
- Entrances and exits should have:
 - Solid doors with deadbolt locks.
 - One-way peepholes in door.
 - Bars and locks on skylights.
 - Metal grating on glass doors and ground floor windows, with interior release mechanisms that are not reachable from outside.
- Interior features:
 - Alarm and intercom systems.
 - Fire extinguishers.
 - Medical and first aid equipment.
- Other desirable features:
 - A clear view of approaches.
 - More than one access road.
 - Off street parking.

INFORMATION SHEET 1-05-3 (continued)

- o High (6-8 feet) perimeter wall or fence.

GROUND TRANSPORTATION SECURITY

Criminal and terrorist acts against individuals usually occur outside the home and after the victim's habits have been established. Your most predictable habit is the route of travel from home to duty station or to commonly frequented local facilities.

Vehicles Overseas

- Select a plain car; avoid the "rich American" look.
- Consider not using a government car that announces ownership.
- Auto maintenance:
 - o Keep vehicle in good repair.
 - o Always keep gas tank at least half full.
 - o Ensure tires have sufficient tread.
- Parking your car
 - o Always lock your car.
 - o Do not leave it on the street overnight, if possible.
 - o Never get out without checking for suspicious persons. If in doubt, drive away.
 - o Leave only the ignition key with the parking attendant.
 - o Do not allow entry to the trunk unless you are there to watch.
 - o Never leave garage doors open or unlocked.
 - o Use a remote garage door opener if available. Enter and exit your car in the security of the closed garage.

On the Road

- Before leaving buildings to get into your vehicle, check the surrounding area to determine if anything of a suspicious nature exists. Display the same wariness before exiting your vehicle.
- Prior to getting into a vehicle, check beneath it. Look for wires, tape, or anything unusual.
- If possible, vary routes to work and home. Avoid late night travel.
- Travel with companions.
- Avoid isolated roads or dark alleys when possible.
- Habitually ride with seatbelts buckled, doors locked, and windows closed.
- Do not allow your vehicle to be boxed in; maintain a minimum 8 foot interval between you and the vehicle in front; avoid the inner lanes. Be alert while driving or riding.
- Know how to react if you are being followed.
 - o Circle the block for confirmation of surveillance.
 - o Do not stop or take other actions, which could lead to confrontation.
 - o Do not drive home.
 - o Get description of car and its occupants.
 - o Go to the nearest safe haven.
 - o Report incident to military/security police.
- Recognize events that can signal the start of an attack, such as:
 - o Cyclist falling in front of your car.
 - o Flagman or workman stopping your car.
 - o Fake police or government checkpoint.
 - o Disabled vehicle/accident victims on the road.

INFORMATION SHEET 1-05-3 (continued)

- Unusual detours.
- An accident in which your car is struck.
- Cars or pedestrian traffic that box you in.
- Sudden activity or gunfire.
- Know what to do if under attack in a vehicle:
 - Without subjecting yourself, passengers, or pedestrians to harm, try to draw attention to your car by sounding the horn.
 - Put another vehicle between you and your pursuer.
 - Execute immediate turn and escape; jump the curb at 30- to 45-degree angle, 35 mph maximum.
 - Ram blocking vehicle, if necessary.
 - Go to closest safe haven.
 - Report incident to military/security police.

Commercial Buses, Trains, and Taxis

- Vary mode of commercial transportation.
- Select busy stops.
- Do not always use the same taxi company.
- Do not let someone you do not know direct you to a specific cab.
- Ensure taxi is licensed, and has safety equipment (seatbelts at a minimum).
- Ensure face of driver and picture on license are the same.
- Try to travel with a companion.
- If possible, specify the route you want the taxi to follow.

TRAVELING DEFENSIVELY BY AIR

Air travel, particularly through high-risk airports or countries, poses security problems different from those of ground transportation. Here too, simple precautions can reduce the hazards of a terrorist assault.

Making Travel Arrangements

- Get a threat briefing from your security officer before traveling in a high-risk area.
- Use military air or U.S. flag carriers.
- Avoid scheduling through risk areas; if necessary, use foreign flag airlines and/or indirect routings to avoid high-risk airports.
- Do not use rank or military address on tickets, travel documents, or hotel reservations.
- Select window seat; they offer more protection since aisle seats are closer to the hijackers' movements up and down the aisle.
- Rear seats also offer more protection since they are farther from the center of hostile action, which is often near the cockpit.
- Seats at an emergency exit may provide an opportunity to escape.
- Avoid off-base hotels; use government quarters or "safe" hotels.

Personal Identification

- Do not discuss your military affiliation with anyone.
- You must have proper identification to show airline and immigration officials.
- Consider use of a tourist passport, if you have one, with necessary visas, providing the country you are visiting allows it.

INFORMATION SHEET 1-05-3 (continued)

- If you use a tourist passport, consider placing your official passport, military ID, travel orders, and related documents in your checked luggage, not in your wallet or briefcase.
- If you must carry these documents on your person, select a hiding place onboard the aircraft to "ditch" them in case of a hijacking.
- Do not carry classified documents unless they are absolutely mission essential.

Luggage

- Use plain, civilian luggage; avoid military-looking bags such as B-4 bags and duffel bags.
- Remove all military patches, logos, or decals from your luggage and briefcase.
- Ensure luggage tags do not show your rank or military address.
- Do not carry official papers in your briefcase.

Clothing

- Travel in conservative civilian clothing when using commercial transportation or when traveling military airlift if you are to connect with a flight at a commercial terminal in a high-risk area.
- Do not wear distinct military items such as organizational shirts, caps, or military issue shoes or glasses.
- Do not wear U.S. identified items such as cowboy hats or boots, baseball caps, American logo T-shirts, jackets, or sweatshirts.
- Wear a long sleeved shirt if you have a visible U.S. affiliated tattoo.

Precautions At The Airport

- Arrive early; watch for suspicious activity.
- Look for nervous passengers who maintain eye contact with others from a distance. Observe what people are carrying. Note behavior not consistent with that of others in the area.
- No matter where you are in the terminal, identify objects suitable for cover in the event of attack; pillars, trashcans, luggage, large planters, counters, and furniture can provide protection.
- Do not linger near open public areas. Quickly transit waiting rooms, commercial shops, and restaurants.
- Proceed through security checkpoints as soon as possible.
- Be extremely observant of personal carry on luggage. Theft of briefcases designed for laptop computers are increasing at airports worldwide; likewise, luggage not properly guarded provides an opportunity for a terrorist to place an unwanted object or device in your carry on bag. As much as possible, do not pack anything you cannot afford to lose; if the documents are important, make a copy and carry the copy.
- Observe the baggage claim area from a distance. Do not retrieve your bags until the crowd clears.
- Proceed to the customs lines at the edge of the crowd.
- Report suspicious activity to the airport security personnel.

Actions If Attacked At The Airport

- Dive for cover. Do not run. Running increases the probability of shrapnel hitting vital organs, or the head.

INFORMATION SHEET 1-05-3 (continued)

- If you must move, belly-crawl or roll. Stay low to the ground, using available cover.
- If you see grenades, lay flat on the floor with feet and knees tightly together with soles toward the grenade. In this position, your shoes, feet, and legs protect the rest of your body. Shrapnel will rise in a cone from the point of detonation, passing over your body.
- Place arms and elbows next to your ribcage to protect your lungs, heart, and chest. Cover your ears and head with your hands to protect neck, arteries, ears, and skull.
- Responding security personnel will not be able to distinguish you from attackers. Do not attempt to assist them in any way. Lay still until told to get up.

Actions If Hijacked

- Remain calm, be polite, and cooperate with your captors.
- Be aware that all hijackers may not reveal themselves at the same time. A lone hijacker may be used to draw out security personnel for neutralization by other hijackers.
- Surrender your tourist passport in response to a general demand for identification.
- Do not offer any information; confirm your military status if directly confronted with the fact. Be prepared to explain that you always travel on your personal passport and that no deceit was intended.
- Discretely dispose of any military or U.S. affiliated documents.
- Do not draw attention to yourself with sudden body movements, verbal remarks, or hostile looks.
- Prepare yourself for possible verbal and physical abuse, lack of food, drink, and sanitary conditions.
- If permitted, read, sleep, or write to occupy your time.
- Discretely observe your captors and memorize their physical descriptions. Include voice patterns and language distinctions, as well as clothing and unique physical characteristics.
- Cooperate with any rescue attempt. Lie on the floor until told to rise.

TAKEN HOSTAGE - YOU CAN SURVIVE

The chances of you being taken hostage are truly remote. Even better news is that survival rates are high. But should it happen, remember, your personal conduct can influence treatment in captivity. The Department of State has responsibility for all U.S. government personnel and the dependents in overseas areas. Should a hostage situation develop, the Department of State will immediately begin to take action according to preconceived plans to attempt to release the hostages.

If kidnapped and taken hostage, the hostage has three very important rules to follow:

- Analyze the problem so as not to aggravate the situation
- Make decisions to keep the situation from worsening.
- Maintain discipline to remain on the best terms with the captors.

INFORMATION SHEET 1-05-3 (continued)

Preparing the Family

- Have your family affairs in order, including an up-to-date will, appropriate powers of attorney, and measures taken to ensure family financial security.
- Issues such as continuing the children's education, family relocation, and disposition of property should be discussed with family members.
- Your family should know that talking about your military affiliation to non-DOD people might place you, or them, in great danger.
- They must be convinced the U.S. government will work to obtain safe release.
- Do not be depressed if negotiation efforts appear to be taking a long time. Remember, your chances of survival actually increase with time.

Stay in Control

- Regain your composure as soon as possible and recognize your fear. Your captors are probably as apprehensive as you, so your actions are important.
- Take mental notes of directions, times of transit, noises, and other factors to identify your location.
- Note the number, physical description, accents, habits, and rank structure of your captors.
- Anticipate isolation and efforts to disorient and confuse you.
- To the extent possible, try to mentally prepare yourself for the situation ahead. Stay mentally active.

Dealing with your Captors

- Do not aggravate them
- Do not get into political or ideological discussion.
- Comply with instructions, but always maintain your dignity.
- Attempt to develop a positive relationship with them.
- Be proud of your heritage, government, and military association, but use discretion.

Keep Occupied

- Exercise daily
- Read anything and everything
- Eat what is offered to you. You must maintain your strength.
- Establish a slow, methodical routine for every task.

Being Interrogated

- Take a simple, tenable position and stick to it.
- Be polite and keep your temper.
- Give short answers. Talk freely about nonessential matters, but be guarded when conversations turn to matters of substance.
- Do not be lulled by friendly approach. Remember, one terrorist may play "Good Guy" and one "Bad Guy."
- This is the most common interrogation technique.
- Briefly, affirm your belief in basic democratic principles.
- If forced to present terrorist demands to authorities, in writing or on tape, state clearly that the demands are from your captors. Avoid making a plea on your behalf.

INFORMATION SHEET 1-05-3 (continued)During Rescue

➤ Drop to the floor and be still. Avoid sudden moves. Wait for instructions. Once released, avoid derogatory comments about your captors; such remarks will only make things harder for those still held captive.

INFORMATION SHEET 1-05-4

DOD Code of Conduct for Personnel Subject to Terrorist Activity

A. Reference

Service Member's Personal Protection Guide: A Self-Help Guide to Combat Terrorism While Overseas, Joint Staff Guide 5260, Joint Chiefs of Staff, Section II, "DOD Policy Guidance on the Code of Conduct for Personnel Subject to Terrorist Activity Reference:

B. Policy

This policy concerning the conduct of U.S. military personnel isolated from U.S. control applies at all times. U.S. military personnel finding themselves isolated from U.S. control are required to do every thing in their power to follow DOD policy. The DOD policy in this situation is to survive with honor.

C. Scope

The Code of Conduct is a normal guide designed to assist military personnel in combat or being held prisoner of war to live up to the ideals contained in the DOD policy. This guidance shall assist U.S. military personnel who find themselves isolated from U.S. control in peacetime, or in a situation not related specifically in the Code of Conduct.

D. Rationale

U.S. military personnel, because of their wide range of activities, are subject to peacetime detention by unfriendly governments or captivity by terrorist groups. This guidance seeks to help U.S. military personnel survive these situations with honor and does not constitute a means for judgment or replace the UCMJ as a vehicle for enforcement of proper conduct. This guidance, not the same as the Code of Conduct, in some areas, applies only during peacetime. The term peacetime means that armed conflict does not exist or armed conflict does exist, but the United States is not involved directly.

E. General

U.S. military personnel captured or detained by hostile foreign governments or terrorist are often held for purposes of exploitation of the detainees or captives, or the U.S. Government, or all of them. This exploitation can take many forms, but each for of exploitation is designed to assist the foreign government or the terrorist captors. In the past, detainees have been exploited for information and propaganda efforts, confessions to crimes never committed, all of which assisted or lent credibility to the detainers. Governments also have been exploited in such situations to make damaging statements about themselves or to force them to appear weak in relations to other governments. Governments have paid ransoms for captives of terrorist. Such payments have improved terrorist finances, supplies, status, and operations, often prolonging the terror carried on by such groups.

F. Responsibility

U.S. military personnel, whether detainees or captives, can be assured that the U.S. Government will make every good faith effort to obtain their earliest release. Faith in one's country and its way of life, faith in fellow detainees or captives, and faith in one's self are critical to surviving with honor and resisting exploitation. Resisting exploitation and having faith in these areas are the responsibility of all Americans. On the

INFORMATION SHEET 1-05-4 (continued)

other hand, the destruction of such faith must be the assumed goal of all captors determined to maximize their gains from a detention or captive situation.

G. Goal

Every reasonable stop must be taken by U.S. military personnel to prevent exploitation of themselves and U.S. Government. If exploitation cannot be prevented completely, every step must be taken to limit exploitation as much as possible. In a sense, detained U.S. military personnel often are catalysts for their own release, based upon their ability to become unattractive sources of exploitation. That is, one that resists successfully may expect detainers to lose interest in further exploitation attempts. Detainees or captives very often must make their own judgments as to which actions will increase their chances of returning home with honor and dignity. Without exception, the military member who can say honestly that he/she has done his/her utmost in a detention or captive situation to resist exploitation upholds DOD policy, the founding principles of the U.S., and the highest traditions of military service.

H. Military Bearing and Courtesy

Regardless of the type of detention or captivity, or harshness of treatment, U.S. military personnel will maintain their military bearing. They should make every effort to remain calm and courteous, and project personal dignity. This is particularly important during the process of capture and the early stages of internment when the captor may be uncertain of his control over the captives.

I. Classified Information

There are no circumstances in which a detainee or captive should voluntarily give classified information or materials to those unauthorized to receive them. To the utmost of their ability, U.S. military personnel held as detainees, captives, or hostages will protect all classified information. An unauthorized disclosure of classified information, for whatever reason, does not justify further disclosures. Detainees, captives, and hostages must resist, to the utmost of their ability, each attempt by their captor to obtain such information.

J. Chain of Command

In group detention, captivity, or hostage situations military detainees, captives or hostages will organize, to the fullest extent possible, in a military manner under the senior military member present and eligible to command. The importance of such organization cannot be over emphasized. Historically, in both peacetime and wartime, establishment of a military chain of command has been a tremendous source of strength for all captives. Every effort will be made to establish and sustain communications with other detainees, captives, or hostages. Military detainees, captives, or hostages will encourage civilians being held with them to participate in the military organization and accept the authority of the senior military member. In some circumstances, such as embassy duty, military members may be under the direction of a senior U.S. civilian official. Notwithstanding such circumstances, the senior military still is obligated to establish, as an entity, a military organization and to ensure that the guidelines in support of the DOD policy to survive with honor are not compromised.

INFORMATION SHEET 1-05-4 (continued)

K. Guidance for Detention by Governments

Once in the custody of a hostile government, regardless of the circumstances that preceded the detention situations, detainees are subject to the laws of government. In light of this, detainees will maintain military bearing and should avoid any aggressive, combative, or illegal behavior. The latter could complicate their situation, their legal status, and any efforts to negotiate a rapid release.

1. As American citizens, detainees should be allowed to contact the U.S. or other friendly embassy. Thus, detainees should ask immediately and continually to see U.S. embassy personnel or a representative of an allied or neutral government.
2. U.S. military personnel who become lost or isolated in a hostile foreign country during peacetime will not act as combatants during evasion attempts. Since a state of armed conflict does not exist, there is no protection afforded under the Geneva Convention. The civil laws of that country apply. However, delays in contacting local authorities can be caused by injuries affecting the military member's mobility, disorientation, fear of captivity, or desire to see if a rescue attempt could be made.
3. Since the detainee's goals may be maximum political exploitation, U.S. military personnel who are detained must be extremely cautious of their captors in everything they say and do. In addition to asking for a U.S. representative, detainees should provide name, rank, social security number, date of birth, and the innocent circumstances leading to the detention. Further discussion should be limited to and revolve around health and welfare matters, conditions of their fellow detainees, and going home.
 - a. Historically, the detainers have attempted to engage military captives in what may be called a "battle of wits" about seemingly innocent and useless topics as well as provocative issues. To engage any detainer in such useless, if not dangerous, dialogue only enables a captor to spend more time with the detainee. The detainee should consider dealings with his/her captors as a "battle of wits" - the will to restrict discussion to those items that relate to the detainee's treatment and return home against the detainers will to discuss irrelevant, if not dangerous topics.
 - b. As there is no reason to sign any form or document in peacetime detention, detainees will avoid signing any document or making any statement, oral or otherwise. If a detainee is forced to make a statement or sign documents, he/she must provide as little information as possible and then continue to resist to the utmost of his/her ability. If a detainee writes or signs anything, such action should be measured against how it reflects upon the U.S. and the individual as a member of the military or how it could be misused by the detainer to further the detainers ends.
 - c. Detainees cannot earn their release by cooperating. Release will be gained by the military member doing his/her best to resist exploitation, thereby reducing his/her value to detainer.

INFORMATION SHEET 1-05-4 (continued)

- d. Prompting a hostile government to negotiate seriously with the U.S. Government.
4. U.S. military detainees should not refuse to accept release unless doing so requires them to compromise their honor or cause damage to the U.S. Government or its allies. Persons in charge of detained U.S. military personnel will authorize release of any personnel under almost all circumstances.
5. Escape attempts will be made only after careful consideration of the risk of violence, chance of success, and detrimental effects on detainees remaining behind. Jailbreak in most countries is a crime; thus, escape attempts would provide the detainer with further justification to prolong detention by charging additional violations of its criminal or civil law and result in bodily harm or even death to the detainee.

L. Guidance for Captivity by Terrorists

Capture by terrorist is generally the least predictable and structured form of peacetime captivity. The captor qualifies as an international criminal. The possible forms of captivity vary from spontaneous hijacking to a carefully planned kidnapping. In such captivities, hostages play a greater role in determining their own fate since the terrorists in many instances expect or receive no rewards for providing good treatment or releasing victims unharmed. If U.S. military personnel are uncertain whether captors are genuine terrorist or surrogates of government, they should assume that they are terrorists.

1. If assigned in or traveling through areas of known terrorist activity, U.S. military personnel should exercise prudent antiterrorist measures to reduce their vulnerability to capture. During the process of capture and initial internment, they should remain calm and courteous, since most casualties among hostages occur during this phase.
2. Surviving in some terrorist detentions may depend on hostage conveying a personal dignity and apparent sincerity to the captors. Hostages therefore may discuss nonsubstantive topics such as sports, family, and clothing to convey to the terrorist the captive's personal dignity and human qualities. They will make every effort to avoid embarrassing the United States and the host government. The purpose of this dialogue is for the hostage to become a "person" in the captor's eyes, rather than a mere symbol of their ideological hatred. Such a dialogue should strengthen the hostage's determination to survive and resist. A hostage also may listen actively to the terrorist's beliefs about his/her cause; however, they should very pander, praise, participate, or debate the terrorist's cause with him/her.
3. U.S. military personnel held hostage by terrorists should accept release using guidance in subsection J.4. above. U.S. military personnel must keep faith with their fellow hostages and conduct themselves accordingly. Hostages and kidnap victims who consider escape to their only hope are authorized to make such attempts. Each situation will be different and the hostage must carefully weigh every aspect of a decision to attempt to escape.

INFORMATION SHEET 1-05-4 (continued)

M. Personal Data

Law enforcement agencies need timely and accurate information to effectively work for the release of hostages. Keep this data on hand for yourself and family members, ready to give to the military security police.

MILITARY MEMBER OR DOD EMPLOYEE	SPOUSE	CHILDREN
Full Name		
Passport Number		
SSN		
Rank		
Position		
Home Address		
Phone		
Place of Birth		
Date of Birth		
Citizenship		
Race		
Height		
Weight		
Build		
Hair Color		
Color of Eyes		
Languages Spoken		
Medical		
Requirements or		
problems		
Medication Required		
and Time Intervals		
Providing Signature		
Samples		

Attach two photographs, one full-length front view, and one full-length side view. Attach one complete fingerprint card.

Automobiles or recreation vehicle information

	VEHICLE 1	VEHICLE 2	VEHICLE 3
Make and Year			
Color			
Model			
Doors			
Style			
License/State			
Vehicle ID			
Distinctive			
Markings			

ASSIGNMENT SHEET 1-05-5

ANTI-TERRORISM/FORCE PROTECTION

A. Study Assignment

Read Information Sheets:

1. 1-05-3, Combating Terrorism
2. 1-05-4, DOD Code of Conduct for Personnel Subject to Terrorist Activity

B. Study Questions

1. Which type of terrorist group seeks to form a separate state?
2. Which U.S. Navy ship was heavily damaged when a small boat pulled alongside and exploded?
3. What terrorist organization claimed responsibility for bombing the U.S. military barracks in Beirut, Lebanon on October 23, 1983?
4. List three examples of nationalist terror groups.
 - a.
 - b.
 - c.
5. Special interest terrorist seek to influence specific issues, rather than widespread.....change.
6. List two typical terrorist acts.
 - a.
 - b.
7. What is an example of bringing terrorist to justice for his/her action?
8. Terrorist Threat Condition DELTA is declared when a terrorist attack has occurred in the immediate area or intelligence has been received that indicates a terrorist action is

ASSIGNMENT SHEET 1-05-5 (continued)

9. The use of violence, or threat of violence, in an attempt to intimidate governments or society is the definition of the term
.....
- 10.
11. Force protection is designed to protect what four things?
 - a.
 - b.
 - c.
 - d.
12. When does Terrorist Threat Condition NORMAL apply?
13. When is Terrorist Threat Condition ALPHA declared?
14. When is Terrorist Threat Condition CHARLIE declared?

OUTLINE SHEET 1-11-1

BASIC DAMAGE CONTROL

A. Introduction

The use of proper damage control procedures is vital to keeping a ship combat ready. In this lesson, you will learn the procedures to keep a ship secure at sea and in port, and keep the ship operating when it is damaged.

B. Enabling Objective(s):

- 14.1 Identify the objectives of shipboard damage control.
- 14.2 Define the term "watertight integrity."
- 14.3 Identify the purpose of watertight compartments.
- 14.4 Identify compartment locations and functions according to the Navy system of ship compartment identification.
- 14.5 Explain the functions of the following types of shipboard closures and their securing devices:
 - a. Watertight door
 - b. Hatch
 - c. Escape scuttle
- 14.6 Identify watertight fitting locations according to the Navy system of watertight fitting identification.
- 14.7 Identify the meanings and reasons for setting Navy material conditions of readiness.
 - a. X-ray
 - b. Yoke
 - c. Zebra
- 14.8 Identify the meanings and reasons for setting Navy special purpose damage control classifications.
 - a. Circle X-ray and Circle Yoke
 - b. Circle Zebra
 - c. Dog Zebra
 - d. William
 - e. Circle William
- 14.9 Identify the purpose of damage control (DC) central.
- 14.10 Identify the location and purpose of the following damage control documents:
 - a. Closure log
 - b. Compartment check off list

OUTLINE SHEET 1-11-1 (continued)

- 14.11 Identify the methods of damage control communication and their descriptions.
- 14.12 Identify the characteristics of the following emergency alarms:
 - a. General
 - b. Chemical
 - c. Collision
- 14.13 Identify the purposes of the following methods for correcting damage to the ship during emergencies:
 - a. Shoring
 - b. Patching/plugging holes
- 14.14 Explain the procedures to apply a jubilee patch to a damaged section of pipe.
- 23.11 Explain the relationship between the Navy Core Values and shipboard damage control.
- 22.2 Explain the relationship between teamwork and shipboard damage control.

C. Topic Outline

- 1. Introduction
- 2. Objectives of Shipboard Damage Control
 - a. _____ the condition of the ship.
 - b. Contain damage from _____ and _____.
 - c. Perform emergency repairs to the ship and its equipment.
- 3. Definition of _____ Integrity--A ship's ability to resist flooding.
- 4. Purpose of Watertight Compartments--Every naval ship is divided by decks and bulkheads into watertight compartments to:
 - a. Control the spread of _____ and _____.
 - b. Withstand chemical, biological, and radiological (CBR) attacks.
 - c. Divide the ship into spaces.
 - d. Control stability and buoyancy.
 - (1) _____--The ship's resistance to pitch or roll.
 - (2) _____--The ship's ability to stay afloat.

OUTLINE SHEET 1-11-1 (continued)

5. Navy System of Ship Compartment Identification

a. The means of locating spaces aboard ship; like an address.

b. Made up of _____ parts:

(1) The first part designates the _____ or _____ on which the compartment is located.

(a) Decks are numbered from the main deck, (1st deck) to the keel (bottom) of the ship; i.e., 2nd deck, 3rd deck, etc.

(b) Each deck above the main deck is called a level.

1 The levels of the ship are _____ by a zero.

2 The first level above the main deck is "01"; the numbers then go upward 02, 03, 04, etc.

(2) The second part of the designation identifies the _____-most frame in the compartment.

(a) All ships are built with frames (metal ribs) to support the ship's structure.

(b) Frames divide the ship and extend port to starboard.

(c) Frame "1" is at the _____ of the ship.

(d) Frame numbers increase _____ moving toward the stern.

(3) The third part of the designation identifies the compartment's relation to the ship's _____.

(a) Centerline--An imaginary lengthwise line through the center of the ship.

(b) If a compartment is:

1 On the _____, its number will be zero.

2 To the _____ of centerline, it will be identified by an _____ number; the numbers start adjacent to the centerline on the port side and increase outward towards port: 2, 4, 6, etc.

3 To the _____ of centerline, it will be identified by an _____ number; the numbers start adjacent to centerline on the starboard side and increase outward towards the starboard: 1, 3, 5, etc.

OUTLINE SHEET 1-11-1 (continued)

(4) The fourth part of the designation is a _____ that identifies the compartment's primary use. For example:

- (a) A--Storage space
- (b) E--_____
- (c) F--Fuel oil and lube oil stowage space
- (d) L--_____
- (e) M--Magazine/ammunition space
- (f) Q--_____; e.g., workshops

c. Review

6. Shipboard Closures and Their Securing Devices

a. Watertight doors

(1) Provide access through _____.

(2) Two types of watertight doors:

(a) Doors with _____ dogs

1 A dog is a small _____ device used to secure a watertight door.

2 A watertight door will have several dogs.

3 Individual dogged doors are used to enter and exit shipboard spaces that do not have high use, such as paint lockers and storeroom.

(b) Quick-acting doors

1 A lever operates _____ dogs at the same time.

2 Quick-acting doors are used to enter and exit _____ shipboard spaces that have a high use.

b. Watertight hatch

(1) A horizontal opening for access through _____.

(2) Secured by individual dogs or drop bolts.

c. Escape scuttle

(1) Located on hatches for _____ from a space; if a hatch had no scuttle and was secured, personnel would not be able to escape in case of emergency.

(2) A round opening with a quick-acting securing device.

OUTLINE SHEET 1-11-1 (continued)

- (3) May also be found in decks, bulkheads, or overheads of spaces containing only one other means of access.

7. Navy System of Watertight Fitting Identification

- a. Every watertight fitting (door, hatch, valve) aboard ship has a number for identification.
- b. Contains _____ parts:
 - (1) The first part indicates the _____ or _____ on which the fitting is located.
 - (2) The second part indicates the _____ frame number on which the fitting is located.
 - (3) The third part indicates the fitting's relationship to _____--even port; odd starboard.

8. Navy Material Conditions of Readiness

- a. A ship has material conditions of readiness to represent different degrees of watertight integrity; i.e., a different percent of the ship is made watertight by closing doors, hatches, and scuttles.
- b. Most material conditions of readiness are NOT to be broken without permission from _____ authority.
- c. There are three basic material conditions of readiness.
 - (1) X-ray
 - (a) Represented by a black letter "_____."
 - (b) Set when the ship is in no danger of attack such as in well-protected harbors or when in _____ during normal working hours.
 - (c) Provides the _____ protection against fire and flooding.
 - (d) Allows maximum freedom of personnel movement.
 - (e) All closures marked by an "X" are secured.
 - (2) Yoke
 - (a) Represented by a black letter "Y."
 - (b) Set when the ship is _____ (at sea) and in _____ after normal working hours.

OUTLINE SHEET 1-11-1 (continued)

- (c) When set, all closures marked by an "X" or "Y".
- (3) Zebra
 - (a) Represented by a red letter "_____."
 - (b) Set for general _____ (battle stations).
 - (c) Provides _____ protection for ship and personnel.
 - (d) When set, secure all closures marked by an "X," "Y," or "Z".
- 9. Navy Special Purpose Damage Control Classifications
 - a. Are modifications to the three basic material conditions of readiness.
 - b. Types of special classifications:
 - (1) Circle X-ray and Circle Yoke
 - (a) Represented by a black "X" or "Y" in a black circle.
 - (b) When conditions X-ray or Yoke are set, close the appropriate marked fittings..
 - (c) Circle X-ray and Circle Yoke fittings may be opened without special permission when:
 - 1 Going to/from _____ stations.
 - 2 Going to/from compartments containing equipment that requires inspection.
 - 3 Moving ammunition.
 - (2) Circle Zebra
 - (a) Represented by a red "Z" in a red _____.
 - (b) Close marked fittings when condition Zebra is set.
 - (c) Indicates fittings that may be opened ONLY with the Commanding Officer's permission for:
 - 1 Preparation and distribution of battle rations.
 - 2 Limited use of sanitary facilities.
 - (d) There must be a _____ stationed by an open Circle Zebra fitting to close it immediately after use.

OUTLINE SHEET 1-11-1 (continued)

- (3) Dog Zebra
 - (a) Represented by a red letter "Z" within a black letter "_____."
 - (b) Marked fittings are secured:
 - 1 When condition "_____" is set.
 - 2 During "_____ ship" to prevent light from escaping the ship at night. Dog Zebra fittings open to the weather decks.
 - (4) William
 - (a) Represented by a black letter "_____."
 - (b) Attached to _____ system fittings which MUST be open during all conditions of readiness; e.g., sea suction valves, fire pumps, fuel valves, etc.
 - (c) Secured marked fittings to:
 - 1 Isolate damaged portions of the ship.
 - 2 Repair equipment.
 - (5) Circle William
 - (a) Represented by a black letter "W" within a black circle.
 - (b) Attached to _____ systems.
 - (c) Marked fittings are normally kept open, except during a chemical, biological, and radiological (CBR) attack.
10. Purpose of Damage Control (DC) Central
- a. Maintains damage control charts.
 - b. Ensures the proper _____ condition of readiness is set and maintained.
 - c. When there is damage to the ship, determines the ship's condition and the appropriate corrective actions.
11. Damage Control Documents
- a. Closure log
 - (1) A record of damage control closures and fittings that are in deviation from the material condition of readiness and special DC _____ that are in effect. Every closure or fitting that is locked or inoperative shall be noted.

OUTLINE SHEET 1-11-1 (continued)

- (2) Normally kept in/on:
 - (a) _____--When in port
 - (b) Bridge--When at sea
 - (c) Damage Control _____--During general quarters
- (3) However, if DCC is manned 24 hours a day, the closure log is always kept there.

b. Compartment checkoff list

- (1) A list of all damage control _____ in a ship's compartment.
- (2) A reference for personnel when setting the different material conditions of readiness.
- (3) Posted near each _____ to a compartment.

12. Methods of Damage Control Communication

- a. Effective communication when conducting damage control procedures is vital.
- b. The following methods of communication are used by DC Central and other damage control personnel:
 - (1) Sound powered telephones--Extensively used aboard ship for voice-powered communications.
 - (2) Ships service telephones
 - (a) Are standard telephones
 - (b) Could be easily knocked out during battle.
 - (3) Ship's _____ or _____ system--used to pass warnings or vital information to the entire ship's crew.
 - (4) Integrated Voice Communications System (IVCS)--A shipboard computer-controlled system, which can connect into other communication systems, such as ship's general announcing system, sound-powered telephone circuits, etc.
 - (5) Messenger--a person responsible for carrying messages between the scene of a casualty and Damage control central.

13. Characteristics of Shipboard Emergency Alarms

- a. General alarm
 - (1) A series of _____ tones.

OUTLINE SHEET 1-11-1 (continued)

- (2) When sounded, report to general quarters and prepare for an emergency.
 - b. Chemical alarm--A steady _____-_____ tone.
 - c. Collision alarm--Same tone as chemical alarm but sounds in a repeated series of three pulses followed by a short pause.
14. Methods of Correcting Damage to the Ship During Emergencies
- a. Shoring (portable wooden or metal beams)--Is constructed to temporarily:
 - (1) Support _____.
 - (2) Strengthen weakened bulkheads, decks, hatches, and doors.
 - (3) Support equipment that has broken loose from permanent mountings.
 - b. Patching and plugging--There are two general methods of making temporary repairs to holes in the ship's structure; put something:
 - (1) Over the hole (_____).
 - (2) In the hole (_____).
 - c. Patching is also used to make emergency repairs to piping systems; e.g., soft patch and jubilee patch.
15. Procedures to Apply a Jubilee Patch to a Damaged Section of Pipe
- a. Before making emergency repairs to a damaged section of pipe, secure the cutoff valves on both sides of the damage to stop the fluid flow.
 - b. Obtain a sheet of packing and a jubilee patch from the repair locker. Packing is a material inserted between the damaged section of pipe and the jubilee patch to prevent fluid from leaking.
 - c. Place the sheet of packing over the damaged section of pipe to extend over both sides of the hole.
 - d. Spring open and place the jubilee patch over the packing covering the damaged section of pipe.
 - e. Tighten the bolts to secure the patch.
 - f. Open the cutout valves to allow fluid flow through the repaired section of pipe.

OUTLINE SHEET 1-11-1 (continued)

- g. Use a jubilee patch for emergency repairs of a low pressure system only.
- 16. Relationship Between the Navy Core Values and Shipboard Damage Control
 - a. Courage--You may have to display Courage when performing emergency repairs if your ship is under attack and in danger of sinking, for example:
 - (1) Erecting shoring.
 - (2) Patching ruptured pipes.
 - (3) Plugging a hole in the ship's structure.
 - b. Commitment--Be Committed to learning information about damage control to facilitate job performance, for example:
 - (1) Knowing the Navy system of compartment and fitting identification is essential to finding locations aboard ship.
 - (2) Personnel must understand the material conditions of readiness and special purpose damage control classifications to know which openings can be passed through when a condition of readiness is in effect.
 - (3) Survival of the ship and its crew may depend on personnel being able to recognize the ship's emergency alarms and taking the required actions.
- 17. Relationship Between Teamwork and Shipboard Damage Control--The ship's crew must work as a team to:
 - a. Maintain watertight integrity--For example, everyone must ensure that doors, hatches, and fittings are secure or open according to the material conditions of readiness and special purpose damage control classifications that are in effect.
 - b. During casualties, effectively communicate using sound-powered telephones.
 - c. Prevent fire.
 - d. Perform emergency repairs to the ship.
- 18. Summary and Review

[illegible]

ASSIGNMENT SHEET 1-11-2

BASIC DAMAGE CONTROL

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 235 through 239, 244, and 378 through 386

B. Study Questions

1. Watertight integrity is the ship's ability to
2. What are the three objectives of shipboard damage control?
 - a.
 - b.
 - c.
3. For the compartment 03-75-0-L, the "03" designates the
4. For the compartment 03-75-0-L, the "75" designates the
5. For the compartment 03-75-0-L, the "zero" in the third part of the code designates the
6. What is the purpose of watertight doors?
7. What device is normally used to open and secure a quick acting watertight door?
8. For watertight fitting 2-63-1, which number indicates the frame where the fitting is located?
9. Which of the material conditions of readiness is set in port after normal working hours?
10. Which of the material conditions of readiness is set for general quarters?
11. Which of the material conditions of readiness allows maximum freedom of movement?

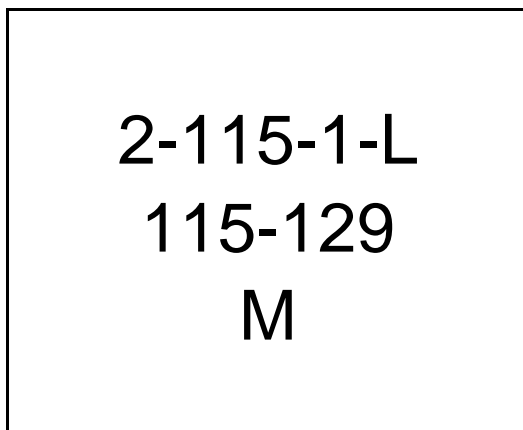
ASSIGNMENT SHEET 1-11-2 (continued)

12. When special classification Circle Zebra is in effect, all marked fittings may be opened only with the permission.
13. Which special damage control classification is attached to valves, which must remain open during all conditions of readiness?
14. Aboard ship, a series of single gong tones is the alarm.
15. Aboard ship, a steady high-pitched tone is the alarm.
16. Aboard ship, a high-pitched tone broken into series of three rapid pulses is the alarm.
17. What is the purpose of a damage control plug?
18. What is the purpose of shoring?
19. (TRUE/FALSE) One of the purposes of watertight compartments is to protect the ship from CBR attack.
20. Ensuring that the material conditions of readiness are maintained aboard ship is a responsibility of Damage Control
21. What document is a list of all damage control fittings in a compartment?
22. List four means of damage control communication.
 - a.
 - b.
 - c.
 - d.

INFORMATION SHEET 1-11-3

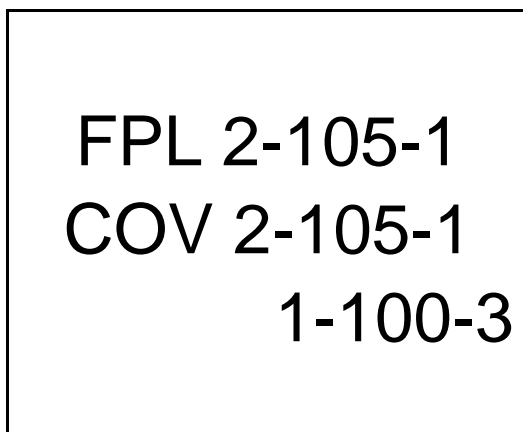
SHIPBOARD MARKINGS

Compartment Bullseye



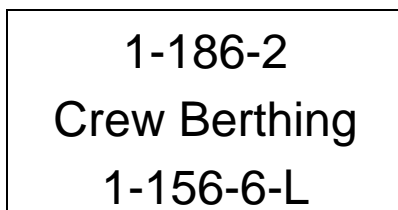
Compartment
location/number
Forward and aft most
frames
compartment
responsibility

Fire Station Bullseye

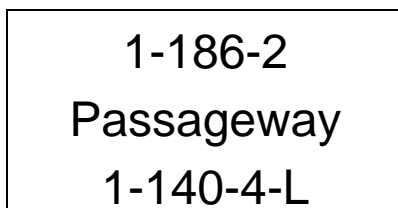


Fire Plug number
Cutout valve number
Cutout valve number

Door Label Plates



Fitting number
compartment use
Compartment
location/number



Fitting number
compartment use
Compartment
location/number

OUTLINE SHEET 1-13-1

EMERGENCY ESCAPE BREATHING DEVICE (EEBD)

A. Introduction

Your ability to use an Emergency Escape Breathing Device (EEBD) could be the difference between you remaining alive or dying when you are in a hot, smoke-filled, burning space. These devices will provide the user with oxygen/breathable air to allow time for escape from the affected space.

B. Enabling Objective(s):

- 15.1 Identify the purpose and characteristics of the Emergency Escape Breathing Device (EEBD) and its components.
- 15.2 Explain the procedures for donning and activating an Emergency Escape Breathing Device (EEBD).
- 15.3 Identify Emergency Escape Breathing Device (EEBD) related safety precautions.
- 24.4 Explain the relationship between teamwork and emergency breathing devices.
- 23.13 Explain the relationship between the Navy Core Values and emergency breathing devices.

C. Topic Outline

- 1. Introduction
- 2. Emergency Escape Breathing Device (EEBD)
 - a. Type
 - (1) _____ M20.2 compressed oxygen.
 - b. Purpose
 - (1) Provides about _____ minutes of oxygen for personnel:
 - (a) To escape through a _____-_____ or toxic atmosphere to the weather deck of a surface ship.
 - (b) Trapped in a smoke-filled or toxic atmosphere and awaiting rescue.
 - (2) Should NOT be used when fighting a fire--does NOT provide enough protection.

OUTLINE SHEET 1-13-1 (continued)

c. Ocenco EEBD

(1) Components

(a) Cylinder--Stores oxygen.

(b) Gauge

1 Indicates the amount of oxygen in the cylinder.

2 When the gauge reads _____, the EEBD is ready for use.

(c) Mouthpiece--Provides for flow of oxygen to the user.

(d) Nose clip--Ensures the operator does NOT inhale smoke or toxic gasses.

(e) Face shield

1 Protects user from _____ or toxic gasses.

2 Worn as needed.

(f) Neck strap--When device is worn, provides support.

(g) Accessories

1 Overcase (orange)--Provides protection when EEBD is stored.

2 Cover

a Inside the overcase, the EEBD is sealed in a cover.

b Has a _____ lever for opening.

(2) Procedures for donning and activating

(a) Remove the EEBD from overcase (orange).

(b) Lift yellow lever to open the cover; then discard the cover.

(c) Remove device from case by pulling upward on the neck strap; this causes the lanyard connecting the device and the bottom of the case to activate the EEBD.

(d) Insert _____.

(e) Put on the nose clip.

(f) Inhale through mouth and escape.

OUTLINE SHEET 1-13-1 (continued)

- (g) Place neck strap over head; pull on the o-ring to shorten.
 - (h) If needed, pull face shield over the head; pull on the o-rings to tighten.
- 3. Relationship Between Teamwork and Emergency Breathing Devices--If necessary during an emergency:
 - a. Show a shipmate how to use a SEED.
 - b. Help your shipmate don and use an EEBD.
- 4. Relationship Between the Navy Core Values and Emergency Breathing Devices
 - a. Courage--If your ship is on fire, it may take Courage to take time and show a shipmate how to use a SEED or EEBD.
 - b. Commitment--To increase your chances of surviving a shipboard fire, be Committed to learning proper use of the SEED and EEBD.
- 5. Summary and Review
- 6. Application

EMERGENCY ESCAPE BREATHING DEVICE (EEBD)

[illegible]

ASSIGNMENT SHEET 1-13-2

EMERGENCY ESCAPE BREATHING DEVICE (EEBD)

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 400 and 401

B. Study Questions

1. The Ocenco EEBD will provide oxygen for about minutes.
2. What is the purpose of an EEBD?
3. When actuating an EEBD, what is done if there is no hissing sound?
4. (TRUE/FALSE) An EEBD can be worn for short periods while fighting fires.
5. How can teamwork be applied when using an EEBD?

OUTLINE SHEET 1-14-1

SELF-CONTAINED BREATHING APPARATUS

A. Introduction

Firefighters work in hazardous environments of toxic vapors, combustible gases, and smoke. You will use the self-contained breathing apparatus (SCBA) as protection from these hazards. You will wear an SCBA in the Firefighting Laboratory when extinguishing fires.

B. Enabling Objective(s):

- 16.1 Identify the purpose and characteristics of the self-contained breathing apparatus (SCBA) and its components.
- 16.2 Explain SCBA procedures for:
 - a. A predonning inspection
 - b. Donning
 - c. Activating
 - d. Securing and doffing
- 16.3 Perform SCBA procedures for:
 - a. A predonning inspection
 - b. Donning
 - c. Securing and doffing
- 16.4 Identify SCBA-related safety precautions.
- 16.5 Identify the purpose and characteristics of the self-contained breathing apparatus (SCBA) and its components.
- 16.6 Identify SCBA-related safety precautions.
- 22.5 Explain the relationship between teamwork and using an SCBA.
- 23.14 Explain the relationship between the Navy Core Values and using an SCBA.

C. Topic Outline

- 1. Introduction
- 2. Self-Contained Breathing Apparatus (SCBA)
 - a. Purpose of SCBA
 - (1) Protects the wearer from lack of _____ and a _____ atmosphere.
 - (2) Provides the user with _____ air.
 - (3) Can be worn as breathing protection when fighting fires.

OUTLINE SHEET 1-14-1 (continued)

- b. Purpose and characteristics of SCBA components
 - (1) Cylinder
 - (a) Depending on the type, stores a _____ or _____-minute supply of compressed air.
 - (b) Rechargeable.
 - (2) Cylinder valve--When open, allows airflow through the apparatus.
 - (3) Cylinder pressure indicator--Indicates air _____ in the cylinder.
 - (4) Remote pressure indicator
 - (a) With the cylinder valve open, indicates air cylinder pressure.
 - (b) Located on the _____ straps so the SCBA user can easily read the cylinder pressure.
 - (5) Alarm (Vibralert)-- _____ and _____ when the compressed air supply in the cylinder goes down to 20 to 25% of capacity.
 - (6) _____-stage regulator--Reduces pressure of the air flowing from the cylinder into the breathing apparatus from 4500 psig to 100 psig.
 - (7) _____-stage regulator--Maintains a positive pressure of breathable air (0.05 psi) in the facepiece at all times.
 - (8) Purge valve
 - (a) In case of _____-_____ regulator failure, can be manually opened to override the second-stage regulator to provide a constant flow of air to the facepiece.
 - (b) When securing the SCBA, can be _____ opened to _____ (purge) air from the system.
 - (c) Color-coded red.
 - (9) Air saver switch
 - (a) Located on _____ of the second-stage regulator.
 - (b) Starts and stops airflow from the second-stage regulator into the facepiece.

OUTLINE SHEET 1-14-1 (continued)

(10) Facepiece

(a) There are three sizes:

1 Small (_____)

2 Large/standard (_____)--Fits most personnel.

3 Extra large (_____)

(b) There are amplified voicemitters on each side of the facepiece for communicating with other personnel.

(c) Straps hold the facepiece snug against the user's face to form a seal.

(11) Backpack and harness assembly

(a) Supports the SCBA on the user's back.

(b) There are _____ shoulder straps and an adjustable waist strap with pads.

(12) Component interrelationship

(a) Compressed (breathable) air flows from the cylinder, through the first-stage regulator, where the air pressure is reduced, through the second-stage regulator, and into the facepiece.

(b) Exhaled air flows into the atmosphere.

c. Donning procedures

(1) Perform a predonning inspection by visually inspecting the SCBA for damage.

(a) Facepiece

(b) _____

(c) Second-stage regulator

(2) There are two methods of donning an SCBA:

(a) _____-_____.

(b) _____ method--The method you will use in the 19F5 firefighting laboratory.

(3) Adjust waist and shoulder straps so that most of the weight of the SCBA is on the waist.

(4) _____ in excess straps.

OUTLINE SHEET 1-14-1 (continued)

- (5) Don the facepiece and check for a proper seal.
 - (a) Grasp facepiece straps from the inside with both thumbs.
 - (b) Place the face into the facepiece.
 - 1 Place chin in chin cup; push facepiece onto the face.
 - 2 Pull the head harness over your head.
 - 3 Smooth the head harness _____ on the back of your head.
 - 4 Ensure your hair, especially bangs, do NOT extend through the _____.
 - 5 **CAUTION**
 - a If hair is allowed to penetrate the seal between the face and _____, it may result in loss of air from the SCBA and penetration of _____ fumes from the outside.
 - b To maintain an effective seal, the portion of the face contacting the seal shall be _____-_____.
 - 6 Tighten the head harness straps by simultaneously pulling the left and right straps straight back.
 - 7 To ensure a proper seal to the face, perform a _____ pressure check.
 - a Place the palm of the hand over the facepiece opening.
 - b _____ and hold your breath so the facepiece seals to your face; then exhale.
 - c If the facepiece does not _____, adjust the straps and head harness; then recheck for seal.
- (6) Open the air cylinder valve.
 - (a) Ensure the cylinder alarm vibrates and sounds.
 - (b) Ensure there is no more than _____ pounds per square inch gauge (psig) difference in pressure between the cylinder and remote pressure indicators.

OUTLINE SHEET 1-14-1 (continued)

- (7) The firefighter is now in the _____ mode.
 - (a) The air cylinder valve is _____.
 - (b) The _____-_____ regulator is on the _____ strap.
- d. Activating procedures
 - (1) Attach the second-stage regulator to the facepiece with the red purge valve pointed up.
 - (2) Turn the regulator counterclockwise (as viewed from inside the facepiece); ensure the regulator _____ in place. The red purge valve knob should be on the left side of the wearer's facepiece.
 - (3) To start the airflow into the facepiece, inhale sharply through your nose; _____ through your _____.
- e. Securing and doffing procedures
 - (1) To stop the _____, depress and release the _____ switch.
 - (2) Disconnect the second-stage regulator from the facepiece.
 - (3) Close the air cylinder valve.
 - (4) Bleed air from the SCBA by opening the red purge valve; i.e., turn the knob _____ (away from you).
 - (5) When airflow from the SCBA stops, secure the purge valve.
 - (6) Return the second-stage regulator to the waist strap.
 - (7) _____ the head harness straps and remove the facepiece.
 - (8) Loosen the shoulder straps and unbuckle the waist strap.
 - (9) Remove the SCBA like you would take off a _____.
- f. SCBA safety precautions
 - (1) Do not use a defective SCBA; have it checked by a Damage Controlman.
 - (2) Do not wear eyeglasses under the SCBA facepiece. The temples of the eyewear will prevent an airtight seal. Wear _____ instead.
 - (3) To ensure a tight seal, ensure your face is clear of excessive facial hair.

OUTLINE SHEET 1-14-1 (continued)

- (4) If you become _____, nauseous, excessively fatigued, etc. while wearing an SCBA, immediately return to the _____.
- (5) Do NOT remove your SCBA in a _____ atmosphere; return to fresh air.
- (6) When removing an SCBA after fighting fires, keep your _____ on because SCBA buckles and the facepiece will be very hot and could cause _____ to your skin.
- (7) When securing an SCBA, do not disconnect any fittings until the excess air pressure is vented from the system by opening the purge valve.

3. Relationship Between Teamwork and Using a SCBA.

- a. Work together to ensure that everyone properly dons and activates their breathing apparatus.
- b. An improperly donned breathing device could kill the wearer.

4. Relationship Between the Navy Core Values and Using a SCBA

Commitment

- a. Be committed to learning the correct procedures for donning and activating an SCBA.
- b. Knowledge of SCBAs could save your life or a shipmate's life.

5. Summary and Review

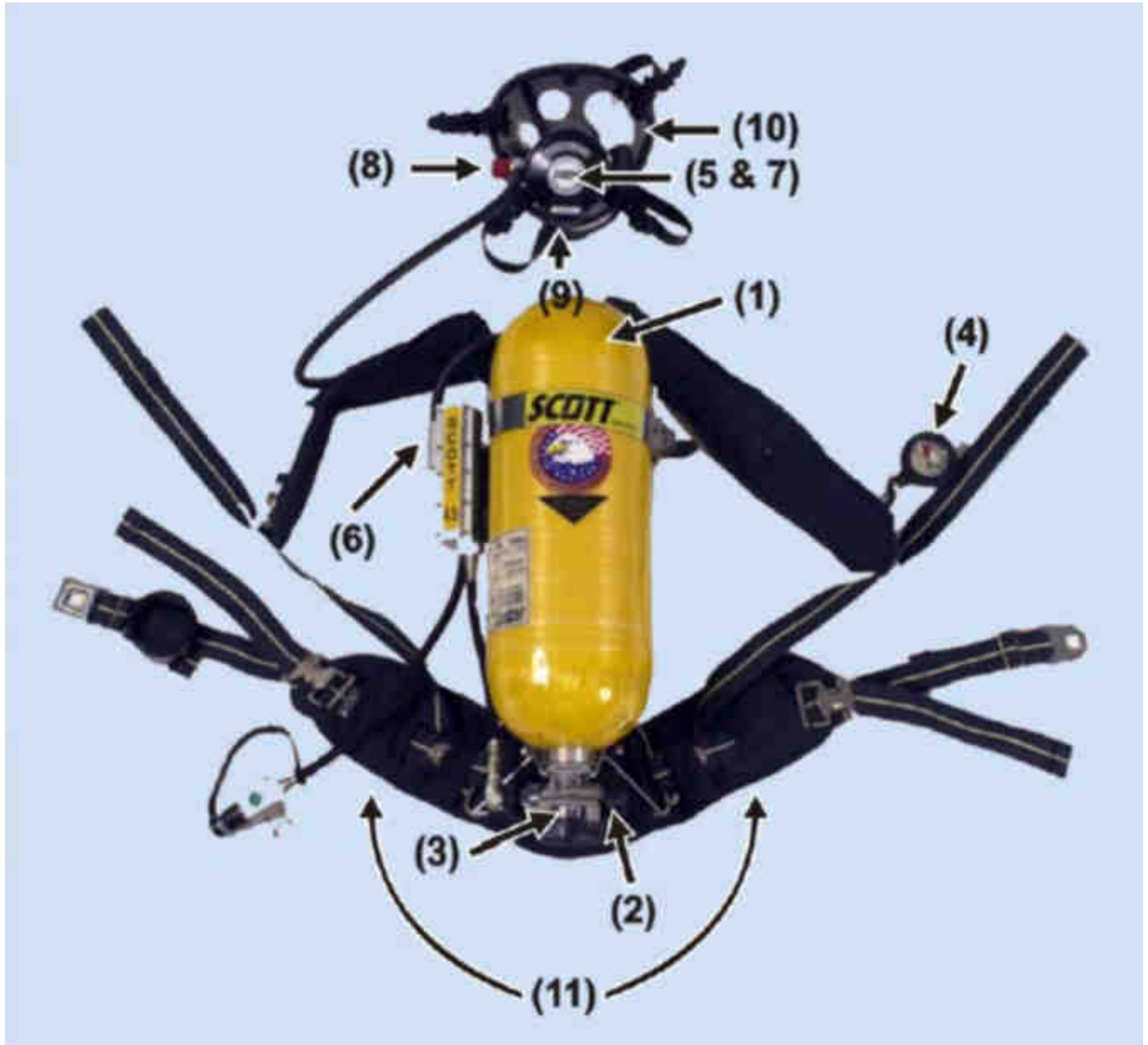
6. Assignment

7. Application

SELF-CONTAINED BREATHING APPARATUS

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DIAGRAM SHEET 1-14-2
SELF-CONTAINED BREATHING APPARATUS



- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____

ASSIGNMENT SHEET 1-14-3

SELF-CONTAINED BREATHING APPARATUS

A. Study Assignment

Naval Ship's Technical Manual, Chapter 077, Personnel Protection Equipment, Revision 5, S9086-CL-STM-010, Sections 3.2.1 through 3.2.5 "Breathing Apparatus and Equipment".

B. Study Questions

1. What is the purpose of the SCBA?
2. The 2 different cylinder capacities are and
3. The first stage regulator reduces the air pressure from..... psig topsig
4. The second stage regulator reduces the air pressure from 100 psig to 0.05 psig and feeds air to the
5. When the SCBA is on, the purge valve will be pointing towards your shoulder.
6. What indications will you receive that your SCBA is almost out of air?
7. How does the wearer check to see how much air is in their cylinder?
8. If the second stage regulator fails how do you get air into the facepiece?
9. Where is the air saver switch located?
10. What are the 2 methods of donning the SCBA?

OUTLINE SHEET 1-15-1

CHEMISTRY AND CLASSES OF FIRES

A. Introduction

This lesson discusses fire chemistry--the study of flammable materials and how they ignite. The knowledge gained in the lesson could save your life.

B. Enabling Objective(s):

- 16.8 Identify the elements of the fire triangle and fire tetrahedron.
- 16.9 Explain the principle of the fire triangle and fire tetrahedron as applied to extinguishing a fire.
- 16.10 Identify the characteristics of the four classes of fire and the agents used to extinguish them.
- 16.11 Identify procedures to prevent fire and for firefighting readiness.
- 22.6 Explain the relationship between teamwork and procedures to prevent fire.
- 23.15 Explain the relationship between the Navy Core Values and chemistry and classes of fire.

C. Topic Outline

- 1. Introduction
- 2. Elements of the Fire Triangle and Fire Tetrahedron
 - a. Fire triangle
 - (1) The following requirements must exist for fire to occur:
 - (a) _____--From the air in the earth's atmosphere.
 - (b) Fuel--Any substance that will _____.
 - (c) _____--At a high enough temperature to cause fuel to burn.
 - (2) However, the fire triangle does not completely describe that process that causes fuel to burn. There is a fourth requirement--a _____.
 - b. Fire tetrahedron--A chemical chain reaction between oxygen, fuel, and heat must occur to have a fire.
- 3. Extinguishing a Fire Using the Principles of the Fire Triangle/Tetrahedron
 - a. General principle of firefighting--The removal of any one of the elements of a fire triangle/tetrahedron will extinguish the fire.

OUTLINE SHEET 1-15-1 (continued)

- b. Methods of removing each element of the fire triangle/fire tetrahedron
 - (1) Removing oxygen (air)--Fire is _____ by the application of:
 - (a) Non-combustible gases; e.g., CO₂.
 - (b) Aqueous film forming foam (AFFF)--Forms a _____ over the surface of a burning liquid to cut off the air supply to the fire.
 - (2) Removing fuel--Prevents additional fuel from contacting the fire, for example:
 - (a) Closing _____ supply lines.
 - (b) _____ (pushing) a burning aircraft over the side of a carrier.
 - (c) Moving combustible materials to a safe area.
 - (3) Removing heat--Lowers the temperature of the fire by using:
 - (a) Water
 - (b) AFFF
 - (4) Interrupting the chemical chain reaction--By using _____ or potassium bicarbonate (PKP).
4. Characteristics and Extinguishing Agents for the Classes of Fire
 - a. Fires are classified by the material they burn.
 - b. Class alpha fire
 - (1) Involves solids, such as:
 - (a) Wood
 - (b) _____
 - (c) Cloth
 - (2) Leaves _____ or _____.
 - (3) Identified by _____ smoke.
 - (4) Extinguishing agents
 - (a) _____
1 Most common and available agent.

OUTLINE SHEET 1-15-1 (continued)

2 Extinguishes fire by reducing the heat.

3 Applied as a:

a Fog

b Solid stream

(b) Aqueous film forming foam (AFFF)

1 A solution made of _____ and AFFF concentrate.

2 Forms a liquid foam blanket that creates a vapor-tight seal over the fire.

3 Smothers the fire by cutting off the oxygen supply.

4 Prevents reflash.

(c) Carbon dioxide (CO₂)

1 Smothers the fire by _____ oxygen.

2 Most effective in small confined spaces.

3 **WARNING:** Does NOT prevent reflash.

c. Class bravo fire

(1) Involves liquids, such as:

(a) _____

(b) Diesel fuel

(c) _____

(2) Also involves gasses, such as:

(a) Acetylene

(b) Propane

(3) Liquid fires are identified by heavy _____ smoke.

(4) Extinguishing agents and methods

(a) AFFF

OUTLINE SHEET 1-15-1 (continued)

(b) Potassium bicarbonate (PKP) dry chemical

- 1 Extinguishes by _____ the chemical reaction (as depicted by the fire tetrahedron).
- 2 Most effective on small fires.
- 3 WARNING: Does NOT prevent reflash.

(c) Water

- 1 Water fog (narrow-angle fog pattern)--Very effective for firefighting; however, must be applied directly to the area to be cooled.
- 2 Straight stream--Ineffective for extinguishing class "B" fires.

(d) Halon 1301

- 1 Colorless, odorless _____.
- 2 Extinguishes fire by interrupting chemical chain reaction (as depicted by the fire tetrahedron).
- 3 WARNING: Does NOT prevent reflash.

(e) CO₂--Characteristics same as before.

(f) Aqueous potassium carbonate (APC)

- 1 Used in the ship's galley to extinguish burning _____ and _____.
- 2 A soap-like solution.
- 3 _____ the fire.
- 4 Prevents reflash.

(g) Secure fuel source

- 1 Securing the fuel source is the most important step in controlling a gas fire.
- 2 WARNING: Do NOT extinguish a gas fire with extinguishing agents unless the leak is small and the source can be quickly secured. If the fire is extinguished without securing the source, the unburned accumulated gasses could explode.

d. Class Charlie fire

- (1) Involves _____ equipment.

OUTLINE SHEET 1-15-1 (continued)

- (2) The electrical _____ should be secured before attacking the fire.
- (3) Identified by _____, arcs, and sparks.
- (4) Extinguishing agents
 - (a) CO₂
 - (b) Water fog
 - (c) PKP
 - 1 Use only as a last resort.
 - 2 Will further damage electrical equipment because of corrosion.

e. Class delta fires

- (1) Involves _____ metals and _____ materials.
 - (a) Magnesium, for example:
 - 1 Aircraft landing gear, wheels, and engine parts
 - 2 _____
 - (b) Titanium; e.g., aircraft engine parts and fire walls
 - (c) Sodium
- (2) Extinguishing agents and methods
 - (a) Jettison (throw overboard)
 - (b) Water fog
 - 1 SAFETY PRECAUTION: NEVER use a solid stream of water on a class "D" fire.
 - 2 Burning magnesium will break down a solid stream of water into its basic elements; that is, hydrogen and oxygen; and cause an explosion.

5. Procedures to Prevent Fire and for Firefighting Readiness

a. Fire prevention

- (1) Be fire prevention conscious.
- (2) Keep working and living areas _____.
- (3) Keep electrical appliances in good working order.

OUTLINE SHEET 1-15-1 (continued)

- (4) Report _____ electrical wires to your supervisor.
- (5) Safeguard all flammable materials.
 - (a) Do NOT store flammable materials near combustible liquids such as fuel oil.
 - (b) Keep heat sources, such as cigarettes or torches, away from flammable liquids. Both the liquids and their flammable vapors could ignite.
 - (c) Store flammable liquids, such as cleaning solvents and gasoline, in approved containers.
 - (d) _____ and _____ spills should be cleaned up immediately.
 - (e) Aboard ship, books, technical manuals, clothing, and other paper or cloth products should be stored in metal cabinets, drawers, lockers, etc.
- b. Firefighting readiness
 - (1) Maintain firefighting equipment in _____ order.
 - (a) All fire stations must function properly and be completely equipped.
 - (b) All damage control lockers should be _____ stocked with equipment that is in good working order.
 - (2) All personnel must be trained in firefighting.
- 6. Relationship Between Teamwork and Procedures to Prevent Fires--It is an all-hands effort to prevent fire.
- 7. Relationship Between the Navy Core Values and Chemistry and Classes of Fire

Commitment--To enhance your ability to extinguish a fire, be Committed to learning information about chemistry and the classes of fire.
- 8. Summary and Review
- 9. Application

[illegible]

ASSIGNMENT SHEET 1-15-2

CHEMISTRY AND CLASSES OF FIRES

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 386 through 390

B. Study Questions

1. What are the four sides of a fire tetrahedron?
 - a.
 - b.
 - c.
 - d.
2. What are the three elements of the fire triangle?
 - a.
 - b.
 - c.
3. How does water extinguish a fire?
4. How does PKP extinguish a fire?
5. What extinguishing agents are used on a class Charlie fire?
6. Which firefighting agent is corrosive and discharges from a portable extinguisher?
7. A class Charlie fire is a/an fire?
8. Burning wood is a class fire.
9. A burning flammable liquid is a class fire.
10. A burning metal is a class fire.

OUTLINE SHEET 1-12-1

PORTABLE DAMAGE CONTROL PUMPS

A. Introduction

Portable damage control pumps are used to fight fires and dewater flooded spaces to keep the ship stable and return the space to use. This lesson discusses the pumps used to accomplish this.

B. Enabling Objective(s):

- 14.14 Identify the purpose and characteristics of the following types of portable damage control pumps and their components:
 - a. P-100
 - b. Eductor
 - c. Electric submersible
- 23.12 Explain the relationship between the Navy Core Values and portable damage control pumps.
- 22.3 Explain the relationship between teamwork and portable damage control pumps.

C. Topic Outline

- 1. Introduction
- 2. P-100 Portable Pump
 - a. Purpose
 - (1) Primary--Supplies water for _____.
 - (2) Secondary--_____ flooded spaces.
 - b. Components and accessories
 - (1) Fuel tank--Contains _____ fuel to operate the pump.
 - (2) Suction hose (3")--Used to draw _____ into the pump.
 - (3) Discharge valve (2½" outlet)--Allows water to flow from the pump.
 - (4) Exhaust hose--Carries exhaust fumes to outside atmosphere.
 - c. Safety precautions
 - (1) Exhaust gases contain carbon monoxide (CO).
 - (a) Carbon Monoxide will kill if inhaled for more than a few minutes.
 - (b) When pump is used inside the ship, exhaust gases must be vented safely to the atmosphere.

OUTLINE SHEET 1-12-1 (continued)

- (2) Before operating the pump, ensure exhaust hose connections are properly secured.

3. Portable Eductors

- a. Purpose--Used for _____ flooded spaces.
- b. Comes in two models:
 - (1) _____ (S-type)--Will not pass debris due to the attached strainer basket.
 - (2) _____--Will pass debris up to 2½ inches in diameter.
- c. Accessories
 - (1) Supply hose--2½-inch hose used to supply water to the eductor.
 - (2) Discharge hose--4-inch hose used for eductor discharge overboard.
- d. Operation
 - (1) An eductor has _____ moving parts.
 - (2) Water supplied through the supply hose by the firemain system or P-100 pump passes quickly through the eductor to create a vacuum.
 - (3) The _____ causes the water from the flooded space to flow through the intake into the eductor.
 - (4) The water then passes through the discharge hose and flows overboard.

4. Portable Electric Submersible Pump

- a. Purpose
 - (1) Used to _____ flooded spaces.
 - (2) Safety Precaution: Electrical submersible pump motors are cooled by the fluid passing through the pump casing and circulating around the motor; therefore, they should NOT be used to pump:
 - (a) Gasoline--Heat generated by the pump motor could cause an _____.
 - (b) Heavy oil and _____--Could burn out electric motor.

OUTLINE SHEET 1-12-1 (continued)

- b. Components and accessories
 - (1) Handle--Used to hand-carry pump; removable.
 - (2) On/off electrical switch.
 - (3) _____--Keeps debris from clogging pump.
 - (4) Discharge hose (2½-inch)--Carries water overboard.
 - (5) Tending line--Used to raise and lower the pump. Do NOT use the electric cable to raise and lower the pump.
- 5. Relationship Between the Navy Core Values and Portable Damage Control Pump

Commitment--Be Committed to:

 - a. Learning information about portable damage control pumps to facilitate job performance.
 - b. Operating portable damage control pumps according to proper procedures.
- 6. Relationship Between Teamwork and Portable Damage Control Pumps
 - a. Personnel must work together as a team to transport, set up, and operate portable damage control pumps.
- 7. Summary and Review
- 8. Application

PORTABLE DAMAGE CONTROL PUMPS

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ASSIGNMENT SHEET 1-12-2

PORTABLE DAMAGE CONTROL PUMPS

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 396 and 397

B. Study Questions

1. What are the two functions of a P-100 pump?
 - a.
 - b.
2. (TRUE/FALSE) An electric submersible pump can safely be used to pump hot water.
3. What size discharge hose is used with a portable eductor?
4. What is dangerous about the gases exhausting from an operating P-100 pump?
5. The fuel tank of a P-100 pump holds what kind of fuel?
6. What are the two types of eductors that are used for dewatering?
 - a.
 - b.
7. What is the purpose of a P-100 pump exhaust hose?
8. What is the purpose of a tending line for a portable electric submersible pump?

OUTLINE SHEET 1-16-1

PORTABLE AND FIXED FIRE EXTINGUISHING SYSTEMS

A. Introduction

There are many different types of firefighting systems and extinguishers aboard U.S. Navy ships. The types of firefighting equipment will vary according to the different classes of ships. Sailors should be familiar with the major Navy fire extinguishing systems to protect themselves, their shipmates, and their ship.

B. Enabling Objective(s):

- 16.12 Identify the purpose, characteristics, operating procedures, and safety precautions for the following portable fire extinguishers and their components.
 - a. CO₂
 - b. PKP
 - c. AFFF
- 16.13 Identify the purpose, characteristics, and safety precautions for the following fixed fire extinguishing systems and their components.
 - a. CO₂
 - b. Halon 1301
 - c. Firemain
 - d. AFFF
- 16.14 Explain the characteristics and coiling procedures for a standard Navy fire hose.
- 16.15 Identify the characteristics, procedures to control water flow, and the applications for the use of the vari-nozzle.
- 16.16 Identify the purpose and characteristics of the portable inline eductor and its accessories.
- 23.16 Explain the relationship between the Navy Core Values and portable and fixed fire extinguishing systems.
- 22.7 Explain the relationship between teamwork and portable and fixed fire extinguishing systems.

C. Topic Outline

- 1. Introduction
- 2. Portable Fire Extinguishers
 - a. Navy ships are equipped with three types of portable fire extinguishers:
 - (1) Carbon dioxide (CO₂)

OUTLINE SHEET 1-16-1 (continued)

- (2) Potassium bicarbonate (PKP)
- (3) Aqueous film forming foam (AFFF)
- b. 15-pound CO₂ portable fire extinguisher
 - (1) Purpose--Primarily used to combat class "C" fires; however, can be used to extinguish small localized class "B" fires.
 - (2) Components
 - (a) Cylinder--Holds 15 pounds of CO₂.
 - (b) Cylinder valve assembly
 - 1 Opened by squeezing the squeeze grip to activate extinguisher.
 - 2 To prevent inadvertent activation, the _____ grip is protected by a locking pin with a tamper seal.
 - (c) Hose and horn assembly--Used to direct the flow of CO₂ towards the fire.
 - (3) Operating procedures
 - (a) Hold extinguisher upright and on the _____.
 - (b) Remove the _____ seal and locking pin from the cylinder valve assembly.
 - (c) Grasp the squeeze grip.
 - (d) Approach the fire, as close as possible, from upwind.
 - (e) Squeeze the grip to open the cylinder valve and release CO₂.
 - (f) Direct the CO₂ toward the _____ of the fire and slowly move the horn from side-to-side.
 - (g) The _____ effective range of the extinguisher is four to six feet from the outer end of the horn.
 - (4) SAFETY PRECAUTIONS
 - (a) The "snow" that appears upon the release of CO₂ from the extinguisher will blister and burn one's skin.
 - 1 Do NOT direct the flow of CO₂ toward exposed skin.
 - 2 Grasp horn ONLY by its _____ handle.

OUTLINE SHEET 1-16-1 (continued)

- (b) Ensure the cylinder is on the deck when discharging CO₂ to protect the user from _____ because of static electricity.
- c. 18- and 27-pound PKP portable fire extinguishers
 - (1) Purpose--Used to extinguish class:
 - (a) "B" fires--_____.
 - (b) "C" fires--As a last resort.
 - (2) Components
 - (a) PKP cylinder--Stores PKP extinguishing agent.
 - (b) Fill cap--Removed to fill extinguisher.
 - (c) CO₂ cartridge--Stores CO₂; CO₂ supplies the propellant force to discharge PKP onto the fire.
 - (d) Puncture lever--Punctures the CO₂ cartridge to release CO₂ into the PKP cylinder.
 - (e) Locking pin with seal--Secures the puncture lever.
 - (f) Hose and nozzle--Directs the flow of PKP onto the fire.
 - (3) Operating procedures
 - (a) Pull the locking pin and seal.
 - (b) Push the puncture lever to charge the extinguisher.
 - (c) Approach the fire, as close as possible, from upwind.
 - (d) Squeeze the nozzle grip.
 - (e) Direct the chemical (PKP) at the base of the fire.
 - (f) The effective range of PKP extinguishers are:
 - 1 18-pound extinguisher: _____ feet.
 - 2 27-pound extinguisher: _____ feet.
 - (g) Use a rapid, side-to-side sweeping motion.
 - (4) SAFETY PRECAUTION: In a confined space, discharge the extinguisher in _____ bursts. Long discharges will reduce visibility and make breathing difficult.

OUTLINE SHEET 1-16-1 (continued)

d. AFFF portable fire extinguisher

(1) Purpose

- (a) Extinguish small class "B" and "A" fires.
- (b) Protect a small flammable liquid spill from ignition by forming a vapor _____ seal over the liquid.

(2) Components

(a) Cylinder

1 Stores 2½ gallons of a premixed solution of AFFF concentrate and fresh water.

2 Also contains compressed air to pressurize the AFFF solution.

(b) Pressure gauge--Indicates pressure within the cylinder.

(c) Cylinder valve assembly

1 Opened by squeezing the operating lever to activate the extinguisher.

2 To prevent inadvertent activation, the operating lever is protected by a pull pin and chain with a tamper seal.

(d) _____ and _____ assembly--Used to direct the flow of AFFF solution toward the fire.

(3) Operating procedures

- (a) Check the pressure gage to ensure it is within the indicated range.
- (b) Pull the pull pin on the valve assembly.
- (c) With one hand, carry the extinguisher by the handle; with the other hand, hold the discharge hose above the nozzle.
- (d) To discharge AFFF, squeeze the operating lever.
- (e) The initial discharge range of the extinguisher is 15 feet. This decreases during discharge.
- (f) Move the nozzle from side-to-side applying the agent to the base of the fire.

OUTLINE SHEET 1-16-1 (continued)

3. Fixed CO₂ Fire Extinguishing Systems

a. There are two types of fixed CO₂ fire extinguishing systems installed aboard Navy ships:

- (1) Hose and reel
- (2) Total flooding

b. CO₂ hose and reel fire extinguishing system

- (1) Purpose--To extinguish class "_____" fires in main machinery spaces.
- (2) Components
 - (a) Cylinders--Store liquid CO₂.
 - (b) Flexible hose--Stowed on mounted reel.
 - (c) Horn--Directs CO₂ towards the fire.

c. CO₂ total flooding system

- (1) Purpose--To extinguish large fires in spaces _____ normally occupied by personnel:
 - (a) Flammable liquid stowage lockers
 - (b) _____ lockers
- (2) Components
 - (a) CO₂ cylinders--Store liquid CO₂.
 - (b) Alarms and indicators--Sound or illuminate to warn personnel that CO₂ is being released.
 - (c) Time delay device--Delays the flow of CO₂ for _____ seconds (non-machinery spaces) or _____ seconds (machinery spaces) to allow personnel to escape from the space.

d. SAFETY PRECAUTIONS: For fixed CO₂ fire extinguishing systems.

- (1) Immediately leave a space when the CO₂ warning devices are activated.
- (2) Wear a SCBA when entering a space flooded by CO₂.

OUTLINE SHEET 1-16-1 (continued)

4. Halon 1301 Fire Extinguishing System
 - a. Purpose--Protects machinery spaces and flammable liquid storage rooms from class "_____" fires that cannot be extinguished by initial watchstander actions.
 - b. Components
 - (1) CO₂ cylinder--Stores CO₂; CO₂ is used to activate the Halon system.
 - (2) _____/_____ alarms--Warn personnel the Halon system has been activated.
 - (3) Time delay device--Delays the release of Halon for 30 seconds (non-machinery spaces) or 60 seconds (machinery spaces) to allow time to secure the space and ventilation to shut down.
 - (4) Halon cylinders--Store Halon 1301.
 - c. SAFETY PRECAUTIONS
 - (1) Evacuate the space when the Halon system activated alarm sounds.
 - (a) Halon produces toxic gases upon contact with flames or surfaces above 900° F.
 - (b) The release of Halon causes air turbulence, _____, obscured _____, and cold temperature.
 - (2) Do NOT enter a space flooded with Halon without wearing an OBA/SCBA.
5. Firemain System
 - a. Purpose--Used to supply _____ water to the ship.
 - b. Components
 - (1) Fire pump--Provides _____ pressure in the system.
 - (2) Pipes--Through which seawater flows.
 - (3) Cutout valves--Used to isolate sections of the firemain that are damaged so that other sections can operate normally.
 - (4) Fireplug/firestation--Provides connections from the firemain to fire hoses.

OUTLINE SHEET 1-16-1 (continued)

- (5) Wye-gate---Can be connected to the fireplug to provide two hose connections.
- (6) Standard Navy fire hose
 - (a) Connects to a fireplug to deliver water to a fire.
 - (b) One section of fire hose is _____ feet long.
 - (c) Four sizes (diameter)
 - 1 1½-inch--For _____.
 - 2 1¾-inch--Replacing 1½-inch hose.
 - 3 2½-inch--For fighting fires and _____.
 - 4 4-inch--For eductor overboard discharge when dewatering.
 - (d) Has a male fitting at one end (threads on outside); _____ fitting at the other end (threads on inside).
 - (e) A hose must be coiled before it is stowed.
 - 1 Lay hose full length out on deck.
 - 2 Grasp male end.
 - 3 Double hose back on top of itself until male end is three to five feet from female end.
 - 4 Starting at the fold of the hose, roll hose inward on the part of the hose leading to the male end.
 - 5 The completed coil will have the female end on the outside of the coil and the male end on the inside; this procedure protects the threads on the male end of the hose from damage.
 - 6 Using two people to coil a fire hose will save time and effort (teamwork).
- (7) Navy vari-nozzle
 - (a) Three sizes:
 - 1 _____-inch
 - 2 _____-inch
 - 3 _____-inch

OUTLINE SHEET 1-16-1 (continued)

(b) The bail is used to start/stop the flow of water.

1 _____--Pull bail all the way back.

2 _____--Push bail all the way forward.

(c) Can vary the spray pattern from a solid stream to a fog by _____ the black shroud at the tip end of the nozzle.

c. SAFETY PRECAUTIONS (firemain system)

(1) Do NOT use a solid stream of water to combat fires in energized electrical equipment.

(a) Water is a _____ of electricity.

(b) A firefighter could be shocked or electrocuted by electricity traveling from the affected equipment, through the stream of water, to the nozzle.

(2) Do NOT use a solid stream of water to combat Class "B" fires.

(a) Will _____ the area of burning fuel.

(b) Could cause a violent fire reaction.

6. Aqueous Film Forming Foam (AFFF) System

a. Purpose--Used to protect spaces from class "B" fires, such as:

(1) _____ decks

(2) Machinery spaces

b. Uses a solution of _____ concentrate and seawater to fight fires.

c. Components

(1) AFFF tank--Stores AFFF concentrate.

(2) Eductor--_____ AFFF concentrate with seawater from the firemain.

(3) Noncollapsible rubber hose and nozzle

(a) Stowed on a reel.

(b) Hose comes in two sizes: $\frac{3}{4}$ -inch and $1\frac{1}{2}$ -inch.

OUTLINE SHEET 1-16-1 (continued)

- d. High capacity AFFF system--Larger tanks are installed on ships that require large quantities of AFFF because of additional outlets for:
 - (1) Hanger and _____ decks
 - (2) Well decks
 - (a) There are well decks at the stern of some amphibious ships.
 - (b) They can be flooded to float and launch landing craft.
7. Portable Inline Eductor (Portable AFFF System)
 - a. Purpose--Inline _____ is used in a portable AFFF system to mix AFFF concentrate with seawater.
 - b. A flexible pick-up tube assembly is inserted into a can of AFFF concentrate.
 - c. Seawater, supplied by a P-100 pump or the firemain system, passes through the eductor and causes suction in the pickup tube which draws AFFF concentrate from a 5-gallon can.
8. Relationship Between the Navy Core Values and Portable and Fixed Fire Extinguishing Systems

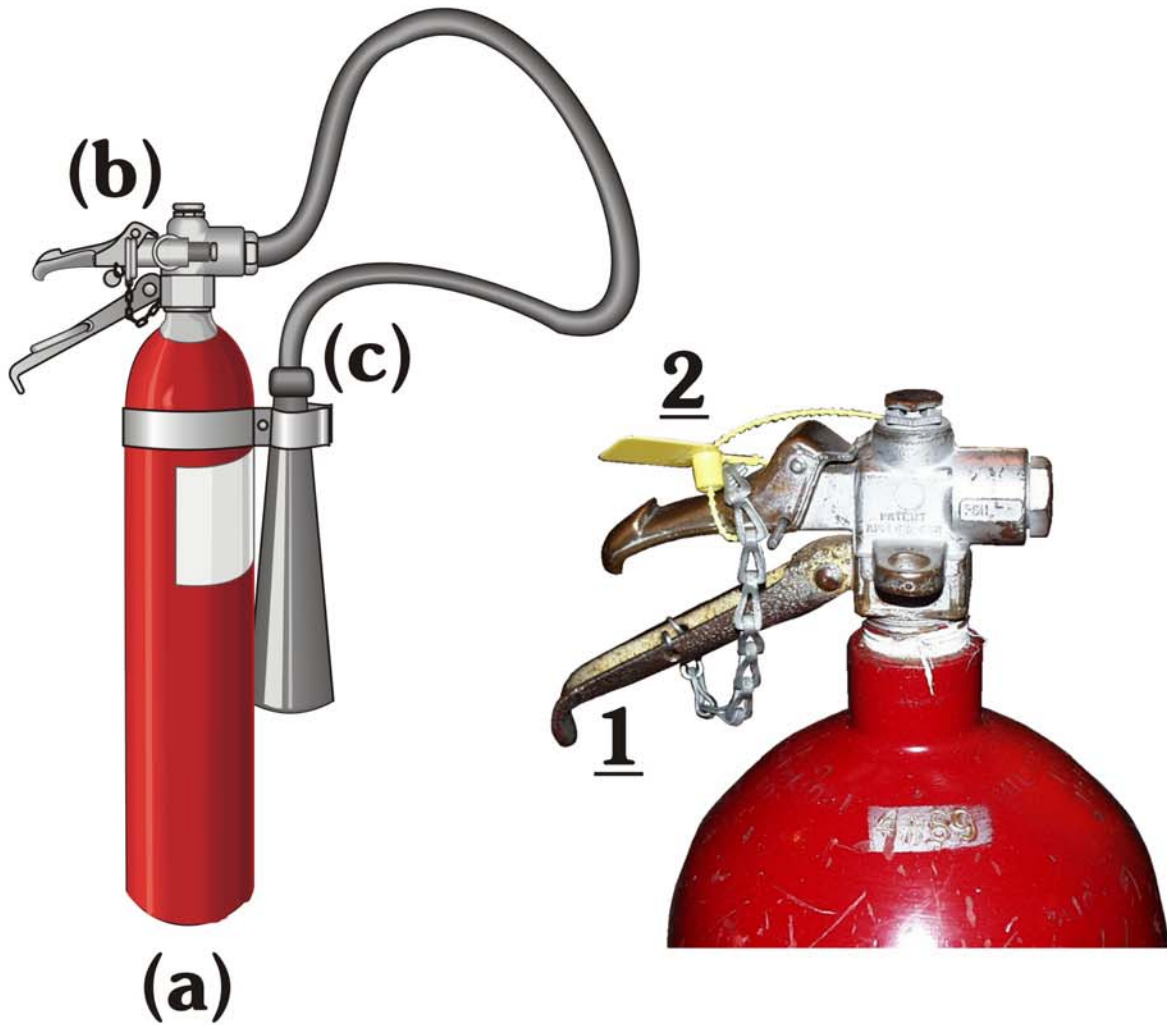
Commitment--Be committed to learning information about portable and fixed fire extinguishing systems to enhance your ability to extinguish a fire.
9. Relationship Between Teamwork and Portable and Fixed Fire Extinguishing Systems--Using teamwork (two people) to coil a fire hose will save time and effort.
10. Summary and Review
11. Application

PORTABLE AND FIXED FIRE EXTINGUISHING SYSTEMS

[illegible]

DIAGRAM SHEET 1-16-2

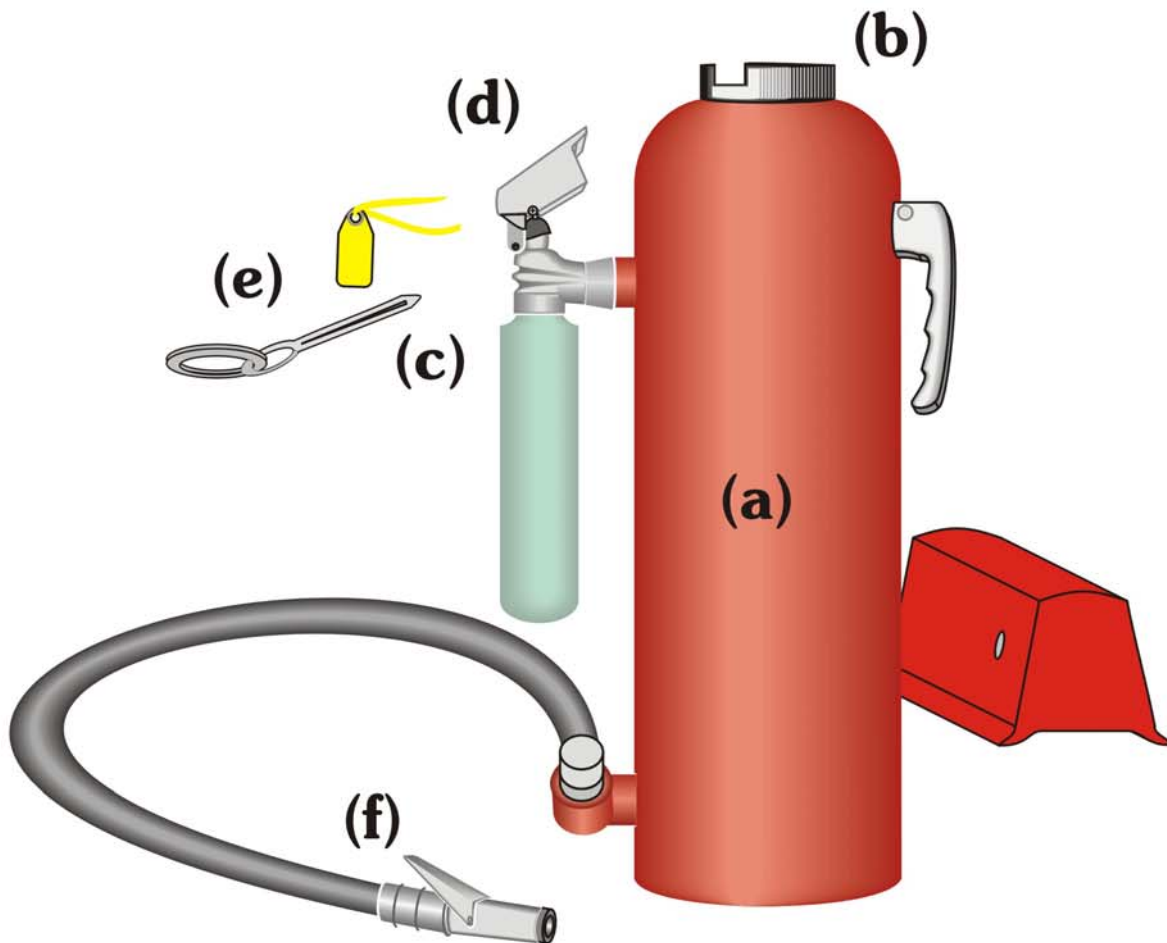
PORTABLE CO₂ EXTINGUISHER COMPONENTS



- (a) _____
- (b) _____
- (c) _____
- 1 _____
- 2 _____

DIAGRAM SHEET 1-16-3

PORTABLE PKP EXTINGUISHER COMPONENTS



- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____

ASSIGNMENT SHEET 1-16-4

PORTABLE AND FIXED FIRE EXTINGUISHING SYSTEMS

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 391 through 396

B. Study Questions

1. What kind of breathing protection should a person wear when working in a compartment flooded with CO₂?
2. Aboard ship, CO₂ fixed flooding systems are usually installed in what kind of spaces?
3. What are the two types of fixed CO₂ systems found onboard ship?
 - a.
 - b.
4. (TRUE/FALSE) The horn is a component of the CO₂ hose and reel fire extinguishing system.
5. What is the first thing a person should do when the Halon actuated alarm has sounded?
6. What is the source of water for the AFFF system?
7. A solid stream of water is NOT used to combat a class "B" fire because it will cause the fire to
8. A solid stream of water is NOT used to combat a class "C" fire because it will cause a/an hazard.
9. Which component of the portable CO₂ extinguisher is used to direct the flow of extinguishing agent toward the fire?
10. Which component is manually operated to activate a portable CO₂ fire extinguisher?
11. Which component is used to discharge a portable PKP fire extinguisher?

ASSIGNMENT SHEET 1-16-4

PORTABLE AND FIXED FIRE EXTINGUISHING SYSTEMS

12. Which component of a portable PKP fire extinguisher directs the flow of extinguishing agent onto the fire?
13. On a properly coiled fire hose, which end will be on the outside of the coil?
14. What is the position of the bail when a vari-nozzle is closed?
15. What causes a portable inline eductor in a portable AFFF system to draw the concentrate from a can?

OUTLINE SHEET 5-06-1

CHEMICAL, BIOLOGICAL, AND RADIOLOGICAL DEFENSE (CBRD) LABORATORY

A. Introduction

In this lesson, you will wear an MCU-2/P gas mask in an atmosphere of chemical warfare gas. You will gain confidence that your mask will protect you in a hostile environment.

B. Enabling Objective(s):

- 38.1 Identify the purpose and characteristics of mission oriented protective posture (MOPP) levels as they apply to individual personal protective equipment.
- 38.2 Explain the procedures for donning an advanced chemical protective garment (ACPG) with accessories and an MCU-2/P chemical-biological mask.
- 38.3 Use an MCU-2/P chemical-biological mask for protection when entering a space flooded with tear gas.
- 22.14 Explain the relationship between teamwork and donning chemical-biological protective equipment.
- 23.30 Explain the relationship between the Navy Core Values and participating in the chemical, biological, and radiological defense laboratory.
- 24.1 Explain the Navy Operational Risk Management (ORM) program.

C. Topic Outline

- 1. Introduction
- 2. Purpose and Characteristics of Mission Oriented Protective Posture (MOPP) Levels
 - a. Purpose--Establish shipboard levels of readiness for chemical/biological agent attack.
 - b. Levels
 - (1) MOPP Level 1--CBRD protective gear is _____ to personnel.
 - (2) MOPP Level 2--Protective mask is in _____ and worn by all personnel.
 - (3) MOPP Level 3--Install a new canister on mask; _____ suit (including rubber boots) with hood down.
 - (4) MOPP Level 4--Don _____, hood, and gloves.

OUTLINE SHEET 5-06-1 (continued)

3. Donning an Advanced Chemical Protective Garment (ACPG) with Accessories and an MCU-2/P Chemical-Biological Mask
 - a. Predonning procedures
 - (1) _____ shirt.
 - (2) Tuck trousers into socks.
 - b. Advanced chemical protective garment
 - (1) _____ trousers and pull over each leg.
 - (2) Pull _____ over shoulders.
 - (a) Pass loose ends through the suspender loops on the front of the trousers from _____ to outside.
 - (b) Adjust the _____ of the suspenders and secure them with hook and pile fasteners.
 - (3) Don coat, close the slide fastener up as far as the chest, and pull the bottom of the coat down over the trousers.
 - c. Chemical protective footwear covers (CPFCs) (fishtail boots)
 - (1) Attach _____ to the toes; ensure laces are even.
 - (2) Put on over your shoes (heel to heel).
 - (3) Pass laces through the rubber grommets on sides of boots.
 - (4) Cross laces over instep and through rubber _____ behind ankles.
 - (5) Cross laces over instep, _____ around ankle "roman sandal" style, and tie in front using a bowknot.
 - (6) Kneel, _____ pant legs down over boots, and secure with hook and pile fasteners.
 - d. C-2 canister--Install new C-2 canister on MCU-2/P mask.
 - e. MCU-2/P mask
 - (1) Remove eyeglasses, contact lenses, and false teeth (if applicable) and place in right front pocket.
 - (2) Pick up mask; loosen straps and place them over and in front of the facepiece. (This is normally completed during MOPP II.)
 - (3) Hold your _____, to avoid sickness or death, as if you were under chemical or biological attack.

OUTLINE SHEET 5-06-1 (continued)

- (4) Fit mask under the _____.
 - (5) Using the quick don tab, bring the _____ over the back of your head.
 - (6) Check that the harness head pad is _____ at the high point on the back of your head.
 - (7) Tighten one temple strap using small jerks until the mask feels _____ on that side; tighten the other temple strap, in the same manner, until both sides feel the same and the head pad is centered on the back of your head.
 - (8) Tighten both neck straps at the same time to keep _____ centered.
 - (9) Tighten both forehead straps at the same time to keep the mask centered.
 - (10) Shake your head quickly from side to side and up and down; adjust straps as necessary.
 - (11) Clear mask by expelling the air in your lungs.
 - (12) Test the mask for proper seal by:
 - (a) Placing the _____ of your hand over the canister opening.
 - (b) Inhaling until the mask _____. (Inhale gently to ensure no damage occurs to the exhalation valve.)
 - (13) Hold your breath for _____ seconds; if the mask remains collapsed, you have a proper seal.
 - (14) If your mask does NOT collapse during the ten seconds, readjust and retest.
 - (15) When the mask properly seals, breathe normally.
- f. Hood and protective gloves
- (1) Pull hood over head and mask; secure under your chin with the slide on the drawstrings.
 - (2) Pull your smock sleeves up to your elbows.
 - (3) Don white cotton undergloves and black rubber outer chemical protective gloves.
 - (4) Pull smock sleeves down over your gloves, and secure with the hook and pile fasteners.

OUTLINE SHEET 5-06-1 (continued)

4. Relationship Between Teamwork and Donning Chemical-Biological Protective Equipment--Use teamwork when donning protective equipment by checking each other to ensure:
 - a. All skin areas are covered.
 - b. The ACPG hood is positioned properly.
5. Relationship Between the Navy Core Values and Participating in the Chemical, Biological, and Radiological Defense Laboratory
 - a. Courage--All students will have to display Courage to enter the CBRD chamber, remove their gas masks, and state their name, rank, and division number.
 - b. Commitment--Be Committed to completing the evolution in spite of the consequences.
6. Summary and Review
7. Application

CHEMICAL, BIOLOGICAL, AND RADIOLOGICAL DEFENSE (CBRD) LABORATORY

[illegible]

ASSIGNMENT SHEET 5-06-2

CHEMICAL, BIOLOGICAL, AND RADIOLOGICAL DEFENSE (CBRD) LABORATORY

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 361 through 364

B. Study Questions

1. What is the purpose of mission orientated protective posture procedures?
2. At which MOPP level do personnel don the chemical protective overgarment?
3. What type of canister is used with the MCU-2/P mask?
4. How is the MCU-2/P mask tested for a proper seal?
5. Why do you hold your breath when donning the MCU-2/P mask?
6. After donning and tightening the straps, how do you clear the MCU-2/P mask?
7. What two things must be done to your clothes before donning a chemical protective overgarment?
 - a.
 - b.
8. What is another name for fishtail boots?
9. How does the Navy Core Value of Commitment relate to the Chemical, Biological, and Radiological Defense Laboratory?
10. How does the Navy's Core Value of Courage relate to the CBRD laboratory?

OUTLINE SHEET 1-17-1

GENERAL FIREFIGHTING PROCEDURES AND FIRE PARTY ORGANIZATION

A. Introduction

Since everyone aboard ship is a potential firefighter, it is essential that all personnel know the procedures to report a fire, the procedures to follow when a fire alarm is sounded, and their roles when fighting the fire. When your ship is afire, you are fighting for the lives of yourself, your shipmates, and the existence of your ship.

B. Enabling Objective(s):

- 16.17 Explain the procedures to follow when discovering a shipboard fire.
- 16.18 Explain the methods of sounding the alarm for a fire aboard ship.
- 16.19 Explain the procedures for responding to a shipboard fire alarm.
- 16.20 Identify the duties/responsibilities of fire party personnel.
- 16.21 Identify the purpose of the Naval Firefighter's Thermal Imager (NFTI) and its components.
- 16.22 Explain fire party procedures for extinguishing a fire.
- 22.8 Explain the relationship between teamwork and a fire party extinguishing a fire.
- 23.17 Explain the relationship between the Navy Core Values and extinguishing a fire.

C. Topic Outline

- 1. Introduction
- 2. Procedures to Follow when Discovering a Shipboard Fire
 - a. Report the fire, by the fastest means, such as messenger or sound-powered telephone, to the OOD.
 - b. Give the following information:
 - (1) _____ of casualty--What class of fire; e.g., color of smoke and location.
 - (2) _____ of casualty by compartment number and noun name; e.g., 2-90-1-L, mess deck.
 - (3) Your _____, rate/rank, and telephone number.
 - c. If the fire is small (e.g., fire in trashcan), attempt to extinguish it. By this time, help should be on the way.

OUTLINE SHEET 1-17-1 (continued)

- d. If the fire threatens to get out of control before the repair party arrives, try to prevent it from spreading by:
 - (1) Closing all _____ and _____--To close (set) watertight doors:
 - (a) First, tighten the dogs opposite the hinges with enough pressure to hold the door closed.
 - (b) Set dogs snug on hinge side of door.
 - (c) Tighten all dogs evenly using an "X" pattern.
 - (2) Securing the _____.
 - e. If the fire gets out of control, evacuate all personnel.
3. Methods of Sounding the Alarm for a Fire Aboard Ship
- a. At sea, a fire alarm can be given over the ship's LMC announcing system by any of the following ways:
 - (1) _____ alarm sounded followed by a message telling location of the fire.
 - (2) Using the ship's _____ and the LMC general announcing system in the following sequence:
 - (a) Rapid ringing of the ships bell.
 - (b) Pause.
 - (c) One, two, or three rings to indicate the location of the fire.
 - 1 One ring--_____.
 - 2 Two rings--amidships.
 - 3 Three rings--_____.
 - (d) Pause.
 - (e) General announcement giving the exact location of the fire.
 - (f) Pause
 - (g) Repeat same sequence; that is, repeat paragraphs (a) through (e).
 - b. In port, a fire alarm is given by the rapid ringing of ship's bell and the ship's LMC system--as at sea.

OUTLINE SHEET 1-17-1 (continued)

4. Procedures for Responding to a Shipboard Fire Alarm
 - a. When a fire alarm is sounded at sea:
 - (1) The _____ fire party (also known as the flying squad) responds to the casualty.
 - (2) If the fire is not quickly contained, _____ is sounded and the ship's crew responds.
 - b. When a fire alarm is sounded in port, the duty in port fire party proceeds to the scene and fights the fire.
 - c. Designated fire party personnel report to their repair locker to don battle dress and required protective gear.
 - (1) Collar _____.
 - (2) Long sleeves rolled down and buttoned.
 - (3) Pants _____ into socks.
5. Duties and Responsibilities of Fire Party Personnel
 - a. A large firefighting party requires:
 - (1) Strict organization.
 - (2) Dependable _____.
 - (3) Teamwork.
 - b. Every shipboard fire party consists of two hose teams:
 - (1) #1 hose team (_____ team)
 - (2) #2 hose team (_____/supporting team)
 - c. The on-scene leader (OSL) is in charge of _____ at the scene of the fire; that is, in charge of the hose teams.
 - (1) He/she will decide:
 - (a) The protective equipment worn by fire party members; may require entire firefighting ensemble:
 - 1 Helmet
 - 2 Hood
 - 3 Gloves
 - 4 Hard-soled, steel-toed boots

OUTLINE SHEET 1-17-1 (continued)

5 Coveralls

6 SCBA

(b) The correct extinguishing agent for the class of fire. In the case of a class "Charlie" fire the on-scene leader should order the:

1 Number 1 hose team to bring 15-lb CO₂ extinguishers.

2 Number 2 hose team to bring a 1½-inch fire hose to the scene.

3 Electrician to secure electrical power to the affected space.

(c) To use one or more hoses to attack the fire.

(2) Orders to activate SCBAs.

(3) Communicates with personnel at the repair locker.

d. The _____ team leader is in charge of a hose team.

(1) _____ the hoses to be charged.

(2) Operates the Naval Firefighter's Thermal Imager (NFTI).

(a) Purpose--Gives the firefighter the ability to:

1 See the fire through _____ smoke.

2 Locate trapped _____.

(b) Components:

1 Monitor--Provides thermal picture of fire.

2 Battery pack--Powers camera.

e. Both teams consist of the following personnel:

(1) Nozzlemans--Controls the flow of _____ onto the fire as directed by the attack team leader.

(2) Hosemen

(a) Lead out the hoses from the fireplug.

(b) Remove _____ and _____ from the hose.

OUTLINE SHEET 1-17-1 (continued)

- (3) Plugman/last hoseman
 - (a) Operates the fireplug as required.
 - (b) When opening the fireplug cutout valve, turn the handwheel all the way open, then one quarter turn toward the closed position to prevent backseating; i.e., the handwheel jammed in the open position.
- (4) Access man
 - (a) Clears routes to gain access to the fire.
 - (b) Opens _____ and hatches.
 - 1 To open, remove glove and use back of hand to feel door for heat.
 - 2 Individual dog door--Loosen the dogs nearest the hinged side first.
 - 3 Quick acting door--Raise handle slowly to striker plate with one hand while vigorously shaking door.
 - (c) Carries equipment necessary to open jammed fittings and locked doors.
- (5) Boundary men--Establish and maintain _____ by:
 - (a) Closing doorways, hatches, etc.
 - (b) Monitoring compartments near affected spaces for heat and smoke.
 - (c) Applying cooling water to bulkheads and decks to protect unaffected spaces.
- (6) Investigators
 - (a) _____ spaces adjoining the fire for:
 - 1 Further damage.
 - 2 Personnel casualties.
 - (b) Inspect fire and smoke boundaries to ensure they are intact.
- f. Other supporting personnel and equipment teams provide special skills, as needed, to extinguish the fire:

OUTLINE SHEET 1-17-1 (continued)

- (1) Electrician
 - (a) Secures _____ power in the affected area as directed.
 - (b) Rigs power cables for portable lights and tools.
- (2) Dewatering/desmoking equipment team--Removes _____ and _____ from affected spaces.
- (3) Agent supply man--Brings portable PKP, _____, and CO₂ fire extinguishers to scene.
- (4) On-scene sound-powered phone talker--Establishes and maintains _____ between personnel at the scene of the fire and:
 - (a) Repair locker
 - (b) _____
- (5) Messenger--Carries written messages between the scene leader and:
 - (a) Repair locker
 - (b) DC Central
 - (c) On-scene phone talker

6. Fire Party Procedures for Extinguishing a Fire

- a. Fire party reports to the scene.
- b. On-scene telephone talker establishes communications with repair locker via sound-powered telephones.
- c. Isolate the fire--close all doors, hatches, and vents.
- d. Set fire boundaries in surrounding compartments.
 - (1) Remove combustible materials.
 - (2) Station personnel with hoses at fire boundaries to cool bulkheads and decks.
- e. The electrician will secure power when ordered by the on-scene leader. Electrical power supplied to areas affected by the fire should be secured.
- f. Break out and man hoses. OSL reports manned and ready to the repair locker using the sound powered telephone talker.
- g. OSL orders team to activate SBAs and set their timers. Reports time to Repair Locker.

OUTLINE SHEET 1-17-1 (continued)

- h. Charge hoses when ordered by attack team leader.
 - i. Attack team leader orders nozzle men to test extinguishing agent.
 - j. Accessman checks door for heat. Reports hot or cool door to attack team leader.
 - k. Accessman opens door when ordered by attack team leader.
 - l. OSL makes report to repair locker of smoke/fire.
 - m. Attack team leader takes charge of hose teams and enters space.
 - n. Combat fire from best possible position to protect personnel.
 - o. Rig portable pumps--used if firemain pressure is lost; e.g., P-100.
 - p. Keep investigating the surrounding area until fire is extinguished.
 - q. OSL reports to repair locker when fire is:
 - (1) Contained
 - (2) Out
 - r. Attack team leader orders setting of reflash watch. OSL reports to repair locker that reflash watch is set.
 - s. OSL orders:
 - (1) Hose teams to back out of the space.
 - (2) Fireplugs to be secured.
7. Relationship Between Teamwork and a Fire Party Extinguishing a Fire
- a. Damage control central directs all personnel involved in containing and extinguishing the fire. They ensure that all personnel work as a team.
 - b. The on-scene leader, attack team leader, nozzle man, hosemen/plugman, and accessman work as a team to access and extinguish the fire.
 - c. Boundary men and investigators work to contain the fire.
 - d. The electrician, dewatering/desmoking team, agent supply men, sound-powered telephone talkers, and messengers work to support the firefighting effort.
 - e. To work as a team and extinguish the fire, good communication between all members of the fire party is vital.

OUTLINE SHEET 1-17-1 (continued)

8. Relationship Between the Navy Core Values and Extinguishing a Fire
 - a. Courage--Personnel may have to display Courage to fight a fire when their life and ship are in danger; e.g., the Forrestal and Stark incidents.
 - b. Commitment--Personnel must be Committed to perform their duties, as a member of the fire party, to the best of their abilities.
9. Summary and Review
10. Application
 - a. Assignment Sheet
 - b. Team trainer brief
 - (1) Overview
 - (a) Fire party based on real shipboard teams.
 - (b) You are in charge.
 - (c) During battle stations, instructors and facilitators observe safety only.
 - (d) Shows staff what students have learned.
 - (2) Fire party structure
 - (a) On-scene leader (OSL)
 - (b) Attack team leader (ATL)
 - (c) Accessman
 - (d) Hose team #1
 - (e) Hose team #2
 - (3) On-scene leader
 - (a) In charge of fire party.
 - (b) Determines protective gear to be worn by fire party.
 - (c) Determines when to activate SCBA.
 - (d) Communicates with DCC.
 - (e) Decides how best to attack the fire.

OUTLINE SHEET 1-17-1 (continued)

- (4) Attack team leader
 - (a) In charge of hose teams.
 - (b) Directs charging of fireplugs and hoses.
 - (c) Directly works with nozzlemen.
 - (d) Communicates with hose teams.
 - (e) Takes charge of hose teams when fighting fires.
- (5) Accessman
 - (a) Third person on hose team #2.
 - (b) Checks door for heat.
 - (c) When safe, accesses door.
 - (d) After access is gained, returns to hose team #2.
- (6) Hose team #1
 - (a) Referred to as attack team.
 - (b) Positioned on the nonhinged side of door.
 - (c) #1 Nozzleman initially inspects space for fire.
 - (d) Fights fire as directed by team leader.
 - (e) When reflash watch is set, backs out to yellow line.
- (7) Hose team #2
 - (a) Referred to as backup/support team.
 - (b) Positioned on hinged side of door.
 - (c) Fights fire as directed by team leader.
 - (d) Sets reflash watch.
 - (e) Passes reports between scene leader and team leader.
- (8) Team trainer scenario
 - (a) Fire is announced.
 - (b) Scene leader directs team to don protective gear.
 - (c) All team members don SCBA.
 - (d) Lay hoses out; nozzle on yellow line.

OUTLINE SHEET 1-17-1 (continued)

- (e) When ready, give thumbs up.
- (f) Team leader reports, "Manned and ready."
- (g) Scene leader orders, "Activate SCBAs."
- (h) When activated, team gives thumbs up.
- (i) Team leader reports, "SCBAs activated."
- (j) Hose teams man hoses.
- (k) Last hoseman/plugman charges hose reel (class Bravo fire).
- (l) Last hoseman/plugman charges fireplugs and hoses (class Alpha fire).
- (m) Nozzlemen test agent.
- (n) Accessman checks door for heat, opens door, goes back to hose team #2.
- (o) #1 nozzleman reports type of fire.
- (p) Hose teams move up to door.
- (q) Water on deck; elevate and sweep fire.
- (r) Fire is contained.
- (s) Fire is out.
- (t) Water on deck; water off.
- (u) Set reflash watch.
- (v) Hose team #1 backs out to yellow line.
- (w) Team leader stays with hose team #2.
- (x) #2 Nozzleman and team leader watch for reflash.
- (y) If reflash occurs, #2 hose team charges nozzles and fights fire.
- (z) Hose team #1 moves back up to door, turns water on, and fights fire.
- (aa) When directed by instructor, both teams back out.
- (bb) When directed by instructor, secure fireplugs.
- (cc) Drain hoses and ground on deck.

OUTLINE SHEET 1-17-1 (continued)

- (9) Common mistakes
 - (a) Flash hood worn under SCBA facepiece.
 - (b) Helmet safety strap not tightened.
 - (c) Not activating SCBA before manning hoses.
 - (d) Hoses not pulled out.
 - (e) Wrong hoses pulled out.
 - (f) Fireplugs charged before hoses are manned.
 - (g) Nozzles are not closed before hoses are charged.
 - (h) Firefighting agent is not tested.
 - (i) Door is opened incorrectly.
 - (j) Plugmen do not activate their SCBAs.
 - (k) Fireplugs are secured too soon.
 - (l) Staying at the door when firefighting agent is lost.
- (10) Reminders
 - (a) Safety is #1.
 - (b) Relax.
 - (c) When fighting fires, time is essential; however, do NOT take short cuts to save time. Do the job right!
 - (d) Work as a team; look out for each another.
- c. Hands on training

GENERAL FIREFIGHTING PROCEDURES AND FIRE PARTY ORGANIZATION

[illegible]

ASSIGNMENT SHEET 1-17-2

GENERAL FIREFIGHTING PROCEDURES AND FIRE PARTY ORGANIZATION

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 371, 372, 390, 391, 402, and 403

B. Study Questions

1. Upon discovering a fire, the first thing you should do is
2. One ring of the ship's bell indicates a fire is located.....
3. Three rings on the ship's bell indicate a fire is located.....
4. Two rings on the ship's bell indicate a fire is located.....
5. What role does the on-scene leader have in combating a fire?
6. Which member of the fire party stands by to operate firemain valves?
7. Which member of a fire party secures electrical power during a shipboard fire?
8. Which member of a fire party removes kinks from hoses?
9. Which member of the fire party ensures fire boundaries are maintained?
10. Which member of the fire party operates the NFTI?
11. Which members of the fire party opens doors and hatches to given access to the fire?
12. Where do shipboard fire party personnel report when the fire alarm sounds?
13. What is the purpose of the NFTI monitor?

OUTLINE SHEET 5-07-1

FIREFIGHTING TRAINER LABORATORY

A. Introduction

In the firefighting laboratory, you will apply the knowledge learned in your firefighting classes to extinguish fires. During your Navy career, you will most likely be in situations where you will have to fight fires; your life may depend on your skills as a firefighter.

B. Enabling Objective(s):

- 24.1 Explain the Navy Operational Risk Management (ORM) program.
- 16.23 Explain the causes and procedures to control a wild hose.
- 15.6 Egress from a dark, smoke and heat-filled compartment as a member of a small group.
- 16.24 Extinguish a class "A" fire using fire hoses and vari-nozzles connected to the firemain system, as a member of a hose team, while wearing an oxygen breathing apparatus and firefighting protective gear.
- 16.25 Extinguish a class "B" fire using fire hoses and vari-nozzles connected to the aqueous film forming foam (AFFF) system (discharging water), as a member of a hose team, while wearing an oxygen breathing apparatus and firefighting protective gear.
- 16.26 Extinguish a class "C" fire using a portable CO₂ fire extinguisher, while wearing an oxygen breathing apparatus and firefighting protective gear.

C. Topic Outline

- 1. Introduction
- 2. Teamwork and Navy Core Values
- 3. Eductor Demonstration
 - a. Inline eductor with P-100 pump for firefighting
 - b. Peri-jet eductor with P-100 for dewatering
- 4. Gaining Control of a Wild Hose
 - a. Causes
 - (1) Hose team loses control of hose.
 - (2) Unmanned hose inadvertently charged.

OUTLINE SHEET 5-07-1 (continued)

- b. Procedures
 - (1) Secure wye-gate.
 - (2) Secure water flow at the fireplug.
 - (3) Make a Z-kink at a nonmoving point on the hose (1½-inch hose only).
 - (4) Advance along the hose from a nonmoving point toward the nozzle.
- 5. Egress from a dark, smoke and heat-filled compartment
- 6. Inspecting and Donning a Self Contained Breathing Apparatus
- 7. Extinguishing Class "A" Fires Using the Firemain System
- 8. Extinguishing Class "B" Fires
- 9. Extinguishing a Class "C" Fire Using a Portable CO₂ Fire Extinguisher
- 10. Removing, Cleaning, and Stowing a Self Contained Breathing Apparatus
- 11. Summary and Review
- 12. Application (Team Trainer)

FIREFIGHTING TRAINER LABORATORY[illegible]

ASSIGNMENT SHEET 5-07-2

FIREFIGHTING TRAINER LABORATORY

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 386 through 403

B. Study Questions

1. What are the two causes of a wild hose?
 - a.
 - b.
2. When dewatering a flooded space using a peri-jet eductor, the water pressure that operates the eductor can come from what two sources?
 - a.
 - b.
3. What are the duties of the last hoseman/nozzleman when fighting a fire?
4. What are the duties of a plugman on a hose team?
5. Why should a CO₂ portable fire extinguisher NOT be left unattended and standing upright on the deck?
6. What is the purpose of the CO₂ in a PKP fire extinguisher?
7. Why must a CO₂ portable fire extinguisher be grounded during operation?
8. What is the first thing that should be done when combating a class "C" fire?
9. What is the meaning of the term "egress"?

OUTLINE SHEET 1-04-1
CONDUCT AND PRECAUTIONS ASHORE

A. Introduction

As a Sailor, you will have the opportunity to visit many places that have different customs. Whether in homeport or overseas, knowing appropriate behavior and precautions will benefit both yourself and the local community. This lesson also provides procedures for protecting yourself from terrorism. Carefully study Information Sheets 1-04-2, Combating Terrorism and 1-04-3, DoD Code of Conduct for Personnel Subject to Terrorist Activity.

B. Enabling Objective(s):

- 6.1 Identify the authority and functions of the military police and shore patrol personnel.
- 6.2 Explain policies concerning conduct ashore during leave or liberty.
- 6.3 Define terrorism-related terms.
- 23.4 Explain the relationship between the Navy Core Values and conduct and precautions ashore.

C. Topic Outline

- 1. Introduction
- 2. Authority and Functions of the Military Police and Shore Patrol
 - a. All branches of the armed forces assign personnel to duties in a shore-based police force, for example:
 - (1) Army and Marine Corps: Military Police (MP)
 - (2) Air Force: Security Police/Air Police
 - (3) Navy: Shore Patrol (SP)
 - b. Military police have the authority to stop, question, apprehend, or take into custody any member of the armed forces.
 - c. Functions of the MP/SP are to:
 - (1) Maintain good order and discipline.
 - (2) Apprehend disorderly individuals.
 - (3) Investigate accidents and offenses involving military personnel.
 - (4) Assist members of the military.
 - (5) Protect military personnel.
 - (6) Report conditions or practices that are prejudicial to the welfare of military personnel.

OUTLINE SHEET 1-04-1 (continued)

3. Policies Concerning Conduct Ashore During Leave or Liberty

a. Rules and regulations

- (1) Cooperate with military police, security police, shore patrol, and civilian authorities at all times.
- (2) You are subject to orders from senior officers in all branches of the U.S. Armed Services.
- (3) Do not enter an establishment or areas declared "off limits."
- (4) No person in the Navy, while on a Federal/National reserve, ship, craft, aircraft, or vehicle, is allowed to possess a dangerous weapon, instrument, or device. The only exception is if it is necessary for the proper performance of duties and authorized by proper authority.

b. Communication with others

- (1) Be wary of anyone who seems interested in the activity. What seems unimportant or boring to you, may mean a lot for them.
- (2) Do not discuss any topic that may be considered classified or sensitive information, such as:
 - (a) Naval exercises or procedures.
 - (b) Material shortages.
- (3) Anything said in E-mail or on the Internet can be obtained by anyone who wants it bad enough.

c. Returning from leave or liberty

- (1) Always allow plenty of time for return from leave or liberty.
- (2) Ensure you have return transportation. Save sufficient money or obtain a round trip ticket.
- (3) Keep yourself informed of transportation schedules and weather conditions through your return route. Make sufficient allowances for normal delays.
- (4) If circumstances beyond your control cause a delay beyond your normal leave/liberty hours, immediately notify your command and make them aware of the situation; e.g., mechanical problems with the aircraft, canceled flight.
 - (a) Your command may require written verification from the airline to avoid disciplinary action.

OUTLINE SHEET 1-04-1 (continued)

- (b) Keep your command informed of your situation; they may be able to help resolve the problem.
- d. Traveling overseas
 - (1) Before traveling overseas, learn something about your destination.
 - (a) Current events and political climate
 - (b) Threat condition level
 - (c) Culture
 - (2) Respect the customs of foreign countries.
 - (3) When in a foreign country, you are a direct representative of the United States and the U.S. Navy.
 - (a) Act in a manner that will **NOT** embarrass yourself or your country.
 - (b) Drunk and disorderly conduct is **UNACCEPTABLE**.
 - (4) When overseas, there are resources available to help resolve problems:
 - (a) United Services Organization (USO)
 - 1 Communications with family and friends in the U.S.
 - 2 Currency conversions
 - 3 Language translations
 - 4 Others
 - (b) American Red Cross
 - 1 Emergency financial assistance
 - 2 Safety, life-style, and health courses
 - 3 Referral services
 - 4 Others
 - (c) U.S. Embassy
 - 1 Passport services
 - 2 Emergency financial assistance
 - 3 Assist with absentee voting

OUTLINE SHEET 1-04-1 (continued)

4 Others

4. Purpose and Content of a Status of Forces Agreement (SOFA)
 - a. A SOFA is an international agreement that defines the status of military personnel of one country that are stationed in the territory of another.

As of April 2005, the United States has SOFAs with over ninety countries.
 - b. A SOFA indicates that for some criminal and civil cases, the host country gives up some of its jurisdiction to the visiting country.
 - c. Some of the topics covered by the a Status of Forces Agreement include:
 - (1) Freedom of troop movement within the host country
 - (2) Passport requirements
 - (3) Criminal jurisdiction
 - (4) Taxes
 - (5) Imposition of duties (import or export taxes)
 - (6) Regulations covering driver's licenses
 - (7) Navy exchange privileges
5. Relationship Between the Navy Core Values and Conduct and Precautions Ashore
 - a. Honor--Take responsibility for your actions when on leave or liberty by not doing anything to discredit yourself or the Navy.
 - b. Courage--Have the Courage to avoid any activity that would bring discredit to the Navy, even when contrary to peer pressure.
 - c. Commitment--When away from your command, be Committed to maintaining the highest degree of moral character, professional excellence, and competence.
6. Summary and Review
7. Application

[illegible]

ASSIGNMENT SHEET 1-04-2

CONDUCT AND PRECAUTIONS ASHORE

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, pages 95, 96 and 110 through 112.

B. Study Questions

1. Military police have the authority to perform which three actions relating to military personnel?
 - a.
 - b.
 - c.
2. Before travel overseas, learn something about your destination. Read the news for
3. What is the purpose of a Status of Forces Agreement?
4. What is the name given to Navy military police?
5. Businesses that military personnel are NOT supposed to enter are declared
6. When in a foreign country, what three civilian organizations/facilities can provide help for resolving problems?
 - a.
 - b.
 - c.
7. List four topics that could be covered by a SOFA?
 - a.
 - b.
 - c.
 - d.

ASSIGNMENT SHEET 1-04-2

CONDUCT AND PRECAUTIONS ASHORE

8. When in a foreign country, how is the Navy Core Value of Honor related to one's conduct?
9. When aboard ship, under what conditions is a sailor allowed to possess a 9mm pistol?
10. What does the acronym "USO" stands for?

OUTLINE SHEET 1-19-1

ENLISTED TO OFFICER COMMISSIONING PROGRAMS

A. Introduction

B. Enabling Objective(s):

18.1 Explain the Navy enlisted to officer commissioning programs.

C. Topic Outline

1. Introduction

2. U.S. Naval Academy

- a. Located in Annapolis, Maryland.
- b. Students (Midshipmen) receive pay, tuition, and room and board.
- c. Graduates:
 - (1) Receive _____ of _____ degrees in areas such as engineering, mathematics, and physics.
 - (2) Are commissioned as _____, U.S. Navy Reserve or Second Lieutenants, U.S. Marine Corps Reserve.
- d. Upon commissioning as an officer, the minimum service obligation is _____ years active duty and three years reserve.
- e. Applicants must be:
 - (1) Citizens of the U.S.
 - (2) Of good moral character and have no record of _____ action within three years prior to application.
 - (3) From 17 to 23 years old.
 - (4) Unmarried, not pregnant, and have no legal responsibility to support _____ or others. This requirement is in effect until graduation from the academy.
 - (5) _____ qualified.
 - (6) _____ graduates or hold GED, and scholastically qualified by the academy admission board.
 - (7) Officially _____; e.g., by President, Vice President, Secretary of the Navy, U.S. Senator or Representative, etc.
 - (8) _____ by their Commanding Officer.

OUTLINE SHEET 1-19-1 (continued)

- f. Service members offered an appointment to the academy must have a minimum of _____ months of remaining active obligated service, as of 1 July of the entering year.
3. Naval Reserve Officers Training Corps (NROTC) College Scholarship Program
 - a. Available at over fifty colleges and _____ throughout the country.
 - b. Trains personnel for careers as commissioned officers of the line or Nurse Corps.
 - c. Participants receive college _____ to earn bachelor degrees in areas such as nursing, engineering, mathematics, and physics.
 - d. Four- and two-year programs provide students with tuition, books, _____ fees, uniforms, and a subsistence allowance. Additional room and _____ expenses are not provided.
 - e. _____ personnel selected for an NROTC Scholarship are released from active duty and are not eligible for pay and allowances, medical benefits, or other entitlements.
 - f. Students must:
 - (1) Complete naval _____ courses, drills, and summer training.
 - (2) Attend classes full-time.
 - g. Graduates are commissioned as ensigns in the U.S. Navy Reserve.
 - h. The minimum service obligation is _____ years.
 - i. Applicants must be:
 - (1) Citizens of the U.S.
 - (2) Of good moral character and have no record of disciplinary action within three years prior to application.
 - (3) Under 27 years old, but waivers may be granted for prior active _____ service members up to 30 years old.
 - (4) High school graduates or hold GED, and _____ qualified.
 - (5) Physically qualified as determined by the Physical Medical Review Board.
 - (6) Recommended by their Commanding Officer.

OUTLINE SHEET 1-19-1 (continued)

- j. Four-year applicants must have less than 30 semester hours or 45 quarter-hours of college credit.
- k. Two-year applicants must have completed at least two years of college.
- 4. Broadened Opportunity for Officer Selection and Training (BOOST) Program
 - a. Located in _____, Rhode Island.
 - b. A college preparatory school that prepares fleet Sailors for:
 - (1) The NROTC _____ program or the U.S. Naval Academy.
 - (2) A career as a line officer or Nurse corps officer.
 - c. Designed for personnel whose past _____ background did not qualify them for selection into an officer accession program.
 - d. Consists of a 10-month curriculum in _____, English, science, computer science, and military training.
 - e. Applicants must be:
 - (1) Citizens of the U.S.
 - (2) Of good moral character and have no record of _____ action within three years prior to application.
 - (3) Under 22 years old, but age waivers may be granted for 1 to 36 months of active duty; however, age _____ are not available when applying to the Naval Academy.
 - (4) High school graduates or hold GED, and _____ qualified.
 - (5) Physically qualified.
 - (6) Recommended by their Commanding Officer.
- 5. _____ Commissioning Program (ECP)
 - a. A program for enlisted personnel to attend college full-time and earn a bachelor's degree.
 - b. While in school, students receive full pay and allowances and are eligible for advancement; however, students pay for their tuition, fees, and books.
 - c. Enrollees receive their commissions as Ensign line officers of the U.S. Navy Reserve in one of two ways:
 - (1) Through the school's _____ program.

OUTLINE SHEET 1-19-1 (continued)

- (2) By attending _____ after receiving their degrees.
- d. Following commissioning, there is a four-year active duty obligation.
- e. Applicants must:
 - (1) Be citizens of the U.S.
 - (2) Be of good moral character and have no record of disciplinary action within three years before application.
 - (3) Be at least _____-_____ years old and receive their commission before age 31.
 - (4) Have completed at least _____ years of active service in the Navy or Navy Reserve.
 - (5) Be physically qualified.
 - (6) Be recommended by their Commanding Officer.
 - (7) Have _____ semester hours or 45 _____-_____ of college credit.
- 6. Seaman to Admiral-21 (STA-21) Program
 - a. A full-time undergraduate education and follow-on commissioning program for enlisted personnel in the Navy or Navy Reserve.
 - b. Benefits include:
 - (1) Up to \$10,000 per year to cover tuition, fees, and books.
 - (2) Full Navy pay and benefits, and advancement opportunities.
 - c. Applicants must be:
 - (1) Citizens of the U.S.
 - (2) Of good moral character and have no record of disciplinary action within three years prior to application.
 - (3) Serving on active duty, including the _____.
 - (4) High school graduates or hold GED, and scholastically qualified.
 - (5) Physically qualified.
 - (6) Recommended by their Commanding Officer.
 - d. STA-21 participants are not eligible for:
 - (1) _____ assistance

OUTLINE SHEET 1-19-1 (continued)

- (2) Montgomery GI Bill benefits
- e. STA-21 combines the following programs:
 - (1) Enlisted Commissioning Program (ECP)
 - (2) Fleet accession into the Naval Reserve Officer Training Corps (NROTC)
 - (3) Broadened Opportunity for Officer Selection and Training (BOOST)
- 7. Officer Candidate School (OCS)
 - a. Located in Newport, Rhode Island.
 - b. A _____-week commissioning program.
 - c. Programs are offered for both line and staff corps officers.
 - d. Upon reporting to OCS, selectees who are E-4 or below are advanced to _____; personnel E-5 and above remain at their current pay grades until graduation.
 - e. Graduates are appointed as _____, U.S. Navy Reserve.
 - f. There is a minimum active duty obligation of 4 yrs.
 - g. Applicants must be:
 - (1) Citizens of the U.S.
 - (2) Of good moral character and have no record of disciplinary action within three years prior to application.
 - (3) At least _____ years old.
 - (4) _____ graduates.
 - (5) Physically qualified.
 - (6) Recommended by their Commanding Officer.
- 8. Medical Enlisted Commissioning Program (MECP)
 - a. A program for enlisted personnel to attend college full-time and earn a bachelor's degree in _____.
 - b. While in school, students receive full pay and allowances and are eligible for advancement; however, students pay for their tuition, fees, and books.
 - c. Graduates receive commissions as Ensigns in the Nurse Corps, U.S. Navy Reserve.

OUTLINE SHEET 1-19-1 (continued)

- d. Following commissioning, there is an _____-year obligation, with a minimum of four years on active duty.
- e. Applicants must:
 - (1) Be citizens of the U.S.
 - (2) Be of good moral character and have no record of disciplinary action within three years before application.
 - (3) Be serving on active duty in the U.S. Navy, Marine Corps, or Navy Reserve.
 - (4) Be able to complete a nursing degree and be commissioned before their _____-_____ birthday.
 - (5) Have completed at least three years of active service.
 - (6) Be high school graduates or GED holders, and scholastically qualified.
 - (7) Be physically qualified.
 - (8) Be recommended by their Commanding Officer.
- 9. Medical Service Corps In-service Procurement Program (MSC IPP)
 - a. Provides a pathway to officer commissions for active duty enlisted personnel who meet eligibility criteria for either:
 - (1) Health Care Administration
 - (2) Physician Assistant
 - b. Personnel with qualifying degrees will receive _____ to the Medical Service Corps.
 - c. Enlisted service members who want to earn a qualifying graduate degree may go to _____ full-time while receiving their pay and benefits; however, students pay for their own tuition, fees, and books.
 - d. Once the degree is earned, personnel are commissioned as _____ (junior grade) in the Medical Service Corps.
 - e. Applicants must:
 - (1) Be citizens of the U.S.
 - (2) Be of good moral character and have no record of disciplinary action within three years before application.
 - (3) Be serving on active duty in the U.S. Navy, or Navy Reserve in pay grade _____ through _____.

OUTLINE SHEET 1-19-1 (continued)

- (4) Not have reached their 35th birthday by the time of initial appointment.
- (5) Possess a qualifying degree for Health Care Administration or Physician Assistant, or possess a minimum amount of college credit.
- (6) Be physically qualified.
- (7) Be recommended by their Commanding Officer.

10. Limited Duty Officer (LDO) program

- a. Provides commissioning opportunities for _____ enlisted and Chief Warrant Officer personnel.
- b. LDOs are _____ oriented officers who perform duties in specific occupation fields and require strong managerial skills.
- c. Personnel selected for LDO receive an initial _____ as Ensigns.
- d. There is a minimum active duty obligation of three years.
- e. Applicants must:
 - (1) Be citizens of the U.S.
 - (2) Be of good moral character and have no record of disciplinary action within three years before application.
 - (3) Be serving on active duty in the U.S. Navy, or Navy Reserve in pay grades E6 through E8. Personnel that are _____ must be selection board eligible for E7.
 - (4) Have at least eight years of service but not more than:
 - (a) 15 years for E6.
 - (b) 16 years for E7 and E8.
 - (5) Be high school graduates or GED holders.
 - (6) Be physically qualified.
 - (7) Be recommended by their Commanding Officer.

11. Chief Warrant Officer (CWO) program

- a. Provide _____ opportunities for senior enlisted personnel.
- b. CWOs are technical _____ who perform duties requiring extensive knowledge and skills of a specific _____ field.

OUTLINE SHEET 1-19-1 (continued)

- c. Personnel selected for CWO receive an initial appointment as _____.
- d. There is a minimum active duty obligation of three years.
- e. Applicants must:
 - (1) Be citizens of the U.S.
 - (2) Be of good moral character and have no record of disciplinary action within three years before application.
 - (3) Be serving on active duty in the U.S. Navy, or Navy Reserve in pay grades E7 through E9.
 - (4) Have at least twelve but not more than twenty-four years of service.
 - (5) Be high school graduates or GED holders.
 - (6) Be physically qualified.
 - (7) Be recommended by their Commanding Officer.

12. Summary and Review

ENLISTED TO OFFICER COMMISSIONING PROGRAMS

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OUTLINE SHEET 1-23-1

CAREER PATH AND ADVANCEMENT

A. Introduction

Benefits provided by a Navy career and Navy's enlisted advancement policies.

B. Enabling Objective(s):

40.1 Explain the education and training benefits provided by a Navy career.

40.2 Explain Navy leave and liberty benefits.

40.3 Explain the following benefits provided by a Navy career:

- a. Commissary and exchange
- b. Retirement
- c. Space-available travel

40.4 Explain the factors that affect a person's advancement in rate.

40.5 Identify E-1 through E-4 advancement requirements.

23.35 Explain the relationship between the Navy Core Values, and career path and advancement opportunities.

C. Topic Outline

1. Introduction

2. Education and Training Benefits Provided by a Navy Career

a. Formal Navy schools

(1) Apprenticeship training

(a) Teaches personnel in pay grades E-1 through E-3 the basic shipboard skills and knowledge required for entry into groups of ratings.

(b) There are three apprenticeship schools.

1 _____

2 _____

3 _____

(2) "A" schools--Provide _____ technical knowledge and skills required for job performance in a Navy rating.

(3) "C" schools--Provide advanced _____ and skills to perform a particular job.

OUTLINE SHEET 1-23-1 (continued)

- b. On-the-job training (OJT)
 - (1) Takes place during daily _____ and maintenance situations.
 - (2) Most widely used form of training in the Navy.
 - (3) _____ or informal instruction pertaining to a specific job, skill, or task.
 - (4) _____/practice sessions enhance efficiency and teamwork.
- c. Professional military training correspondence courses
 - (1) Military requirements nonresident training courses
 - (a) Used to prepare for _____.
 - (b) _____-study packages.
 - (c) Provide the _____ knowledge required for members of the Navy and Navy Reserve.
 - (d) Based on minimum Naval standards.
 - (e) Examples:
 - 1 _____ *Military Requirements*
 - 2 _____ *Military Requirements for Petty Officers Third and Second Class*
 - (f) Available on the Internet at <http://www.advancement.cnet.navy.mil>.
 - (2) Professional requirements nonresident training courses
 - (a) Used to prepare for advancement.
 - (b) For E-3, courses cover a group of rates, for example:
 - 1 _____ *Airman*
 - 2 _____ *Fireman*
 - 3 _____ *Seaman*
 - (c) Self-study packages that present information and professional knowledge for a specific rate, for example:
 - 1 _____ *Damage Controlman*
 - 2 _____ *Hospital Corpsman*

OUTLINE SHEET 1-23-1 (continued)

3 *Machinist's Mate 3 & 2*

d. Off-duty education

(1) Navy College Office

(a) Located at many Naval facilities around the world to assist military personnel in coordinating off-duty _____.

(b) Includes educational activities ranging from basic education skills to _____ studies.

1 High school completion/General Equivalency Diploma (_____)

2 Programs for Afloat College Education (_____)--Provides undergraduate college courses to shipboard personnel.

3 Defense Activity for Nontraditional Education Support (_____)DANTES) Self-study and testing program for high school, college, and vocational class credits.

(2) Financial assistance

(a) _____ GI Bill

1 Provides financial assistance to obtain _____ education.

2 For members on active duty and veterans with an _____ discharge.

(b) Reserve Montgomery GI Bill

1 Must have _____-year obligation in the Selected Reserve.

2 Must be a satisfactory participant in the _____ Reserve.

3 Complete Initial Active Duty for Training (IATD).

4 Must have high school diploma or equivalency degree.

5 Cannot be receiving financial assistance through an NROTC scholarship.

(c) Tuition Assistance (TA)

OUTLINE SHEET 1-23-1 (continued)

1 Provides money to attend educational institutions on a voluntary, off duty basis.

2 Pays up to _____% of tuition and expenses.

3. Navy Leave and Liberty Benefits

a. Leave

(1) Definition--Authorized absence from one's place of duty for an extended period of time, with pay and allowances.

(2) Types of leave

(a) Earned leave--Leave you have _____ ("on the books"). Can be used as:

1 Regular leave--Military _____ time.

2 Emergency leave

a Granted for grave illness, serious injury, or a death in the member's _____ family; i.e., individuals listed on page 2 of your Enlisted Service Record.

b Maximum of 60 days may be granted.

(b) _____ leave

1 Leave that you will earn in the future.

2 Using advanced leave will give you a negative leave balance.

(c) _____ leave

1 Used while under _____ care; e.g., recovering after hospitalization.

2 Must be authorized by the CO.

3 Not charged against _____ leave.

(3) Earning leave

(a) Sailors earn _____ days per month, totaling 30 days per year.

(b) Members start earning leave the first day of active service.

(c) Members are authorized to carry over a maximum of _____ days from one fiscal year (Oct 1 to Sept 30) to the next.

OUTLINE SHEET 1-23-1 (continued)

- (4) Procedures for requesting leave
 - (a) Fill out a _____ Request/Authorization form.
 - (b) Forward Leave Request form to your immediate supervisor for routing and approval.
 - 1 The CO or direct representative gives final approval.
 - 2 The CO may disapprove a leave request because of:
 - a _____/training workload.
 - b Previous _____ of leave privileges; e.g., not returning from leave on time.
 - (c) Leave granted in conjunction with transfer orders does not require submission of a leave request form.

b. Liberty

- (1) Definition--An authorized _____ from one's place of duty for a short period of time that is not charged as leave.
- (2) Types of liberty
 - (a) Regular--Granted from the end of working hours to the beginning of the next workday; for example, weekend (48-hour) liberty would start after work on Friday and end at the start of the workday on Monday.
 - (b) Special--Granted during _____ working hours. Can be:
 - 1 A reward for _____ work performance.
 - 2 Compensation for _____ working hours.
- (3) Procedures for requesting special liberty
 - (a) Fill out a special request chit and route it through your chain of command.
 - (b) The CO may disapprove a liberty request because of:
 - 1 Operational/training workload does not permit.
 - 2 Abuse of leave privileges.
- (4) Recall of liberty--Liberty is subject to _____ recall.

4. Other Benefits Provided by a Navy Career

OUTLINE SHEET 1-23-1 (continued)

- a. Commissary and exchange
 - (1) The commissary is a _____ store.
 - (2) The exchange is a _____ store.
 - (3) Active and retired military personnel and their _____ can shop at the commissary and exchange.
 - (4) The commissary and exchange do not charge sales tax.
 - b. Retirement
 - (1) At the completion of 20 years of active service, personnel are eligible for release to inactive duty and for transfer to the fleet _____.
 - (a) Retired pay is 50% of the average of the highest three paid years at 20 years of service.
 - (b) Retired pay increases 2.5% a year for each year served after 20 years of service to a maximum of 75% at 30 years of service.
 - (2) Service members who retire to the fleet reserve (20-30 years of active duty) can be _____ to active duty at their previous pay grade.
 - (3) After thirty years of combined active service and inactive duty in the Fleet Reserve, personnel are transferred to the Navy's retired list; they are only subject to recall to active duty at the discretion of the Secretary of the Navy in time of:
 - (a) _____
 - (b) A national _____.
4. Other Benefits Provided by a Navy Career (Reservists)
- a. Commissary and exchange privileges for reservists on inactive duty
 - (1) Eligible to use commissaries, exchange, and Morale, Welfare, and Recreation (MWR) facilities.
 - (2) A U.S. Armed Forces Commissary Privilege Card (CPC) will be issued entitling the member to visits for one year.
 - (3) The CPC program is based on satisfactory participation in the reserves for the previous year.
 - b. Retirement for selected reservists
 - (1) To be eligible for retirement, must:

OUTLINE SHEET 1-23-1 (continued)

- (a) Have _____ qualifying years of service.
 - (b) Serve the last eight consecutive years in the Selected Reserves.
 - (2) Retirement checks for the Selected Reserves are issued when the member reaches age _____.
 - c. Space-available (space-A) travel
 - (1) Free travel for military personnel and their dependents is permitted aboard DOD aircraft on a _____-available basis.
 - (a) Space-A seats are made available only after all _____ duty passengers have been accommodated.
 - (b) Dependents are eligible only for flights that include travel _____ the continental U.S.
 - (2) Personnel taking space-A flights should have enough funds to _____ a return commercial airline ticket, because return military flights are not guaranteed.
5. Factors That Affect a Person's Advancement in Rate
- a. Performance _____
 - (1) Your key to success in the Navy is sustained _____ performance.
 - (2) Your supervisor observes your _____ and submits input to the chain of command.
 - (3) Evaluations are submitted _____. They are based on a 5.0 grading scale and are retained in your service record throughout your Navy career.
 - (4) Personnel will be evaluated on the categories listed on their Evaluation Report and Counseling Record:
 - (a) Professional _____--Technical knowledge and practical application.
 - (b) Quality of _____--Standard of work; the amount of supervision required to perform the job.
 - (c) Equal opportunity--Contribution to:
 - 1 Command _____
 - 2 Unit _____
 - 3 The command's Equal Opportunity Program.

OUTLINE SHEET 1-23-1 (continued)

- (d) Military _____/character--Appearance, conduct, physical fitness, adherence to Navy Core Values.
 - (e) Personal job accomplishment and _____--Taking responsibility for doing the job.
 - (f) Teamwork--Contributions to _____ building.
 - (g) Leadership (optional for E-1 to E-3)--Organizing, motivating, and developing others to _____ goals.
- b. Navy-wide advancement examination and final multiple score
- (1) Navy-wide advancement examinations are given to all advancement candidates, E-4 through E-7, who are:
 - (a) Fully qualified for _____
 - (b) Within _____ readiness/body _____ standards.
 - (c) Recommended for advancement by their Commanding Officer.
 - 1 Most important eligibility requirement.
 - 2 A recommendation is not automatic; it must be earned. The chain of command's input is vital in obtaining CO's recommendation.
 - (2) Exams are given in _____ and September for petty officers 3rd class, 2nd class, and 1st class.
 - (3) Exam cannot be taken while in "A" school.
 - (4) The final multiple score is used to rank all individuals who took the same rating exam. It is determined by:
 - (a) Performance mark _____
 - (b) _____ score
 - (c) Time in rate/_____ (amount of time spent in your current pay grade)
 - (d) _____
 - (e) Previous examination performances; i.e., Passed Not Advanced (PNA) points
 - 1 Passed the exam, but the final exam score is not high enough to be advanced in a particular rating.
 - 2 Extra points are awarded toward the next rating exam.

OUTLINE SHEET 1-23-1 (continued)

6. Advancement Requirements for E-1 Through E-4

a. E-1 to E-2

- (1) Complete recruit training.
- (2) _____ months time in rate.
- (3) Be recommended for advancement by _____.

b. E-2 to E-3

- (1) _____ months time in rate.
- (2) Complete _____ *Military Requirements* Nonresident Training Course.
- (3) Complete the _____ nonresident training course (SN, FN, AN).
- (4) Be recommended for advancement by _____.

c. E-3 to E-4

- (1) _____ months time in rate.
- (2) Complete *Military Requirements for Petty Officer Third Class* self-study package.
- (3) Complete the applicable professional requirements nonresident training course.
- (4) Be recommended for _____.
- (5) Pass Navy-wide advancement _____ with a high enough final multiple score to authorize advancement.

7. Relationship Between the Navy Core Values, and Career Path and Advancement Opportunities

a. Honor

- (1) Complete correspondence courses without copying another's work.
- (2) Do NOT cheat on advancement exams.
- (3) Do NOT achieve advancement by taking unfair advantage of others.

b. Commitment--Be committed to:

- (1) Completing your advancement requirements.

OUTLINE SHEET 1-23-1 (continued)

(2) Taking civilian classes to further your education.

8. Summary and Review

[illegible]

ASSIGNMENT SHEET 1-23-2

CAREER PATH AND ADVANCEMENT

A. Study Assignment

The Bluejacket's Manual, Centennial Edition, Thomas J. Cutler, Naval Institute Press.

B. Study Questions

1. Personnel going on special liberty are subject to immediate
2. What is the name of the score used to rank individuals who take the same rating exam?
3. Military and professional requirements training manuals and courses are available at the
4. (TRUE/FALSE) A locally prepared exam may be required to advance to pay grade E-3.
5. Who is authorized to grant final approval for leave?
6. (TRUE/FALSE) Navy College Office provides information about off-duty education.
7. The amount of leave you have on the books at any given time is known as
8. (TRUE/FALSE) Liberty may be granted from the end of a normal workday to the beginning of the next workday.
9. What are the three types of leave?
 - a.
 - b.
 - c.
10. What is the most important eligibility requirement for advancement?
11. (TRUE/FALSE) PACE programs are available to shipboard personnel.

ASSIGNMENT SHEET 1-23-2 (continued)

12. The military requirements training manuals/non-resident training courses provide knowledge.
13. (TRUE/FALSE) Liberty is chargeable as leave.
14. (TRUE/FALSE) Leave granted in connection with transfer orders requires the submission of a leave request form.
15. Travel aboard a government aircraft for military personnel and their family members is known as space travel.
16. When retiring after 20 years of active service, Navy personnel are eligible to receive % of their regular pay.
17. Taking more leave than you are entitled to is known as leave.
18. What are the five factors used to determine the final multiple score?
 - a.
 - b.
 - c.
 - d.
 - e.

MASTER CHIEF PETTY OFFICER OF THE NAVY (MCPON) READING LIST

- ➔ The following books comprise the Master Chief Petty Officer of the Navy's Naval Heritage/Core Values Reading Guide as prepared in March 1997 and revised August 2002. This list is updated periodically as part of the Chief Petty Officer Initiation Season. The books are available through the Navy Exchange or the Uniform Center toll-free ordering system.

"A" LIST: REQUIRED READING LIST

- *A Most Fortunate Ship – Narrative History of Old Ironsides* by Tyrone Martin
- *A Sailor's Log: Recollections of Forty Years of Naval Life* by Rear Adm. Robley Dungliston Evans with introduction by Benjamin Franklin Cooling
- *A Voice From the Main Deck* by Samuel Leech
- *Battleship Sailor* by Theodore C. Mason
- *Brave Ship, Brave Men* by Arnold S. Lott
- *Crossing the Line: A Bluejacket's WWII Odyssey* by Alvin Kernan
- *Descent Into Darkness* by Cmdr. Edward C. Raymer
- *Devotion to Duty – A Biography of Admiral Clifton A. F. Sprague* by John F. Wukovits
- *Divided Waters – The Naval History of the Civil War* by Ivan Musicant
- *Every Other Day: Letters from the Pacific* by George B. Lucas
- *Good Night Officially* by William M. McBride
- *In Harm's Way* by Doug Stanton – new for 2002
- *In Love and War: Revised and Updated* by Jim and Sybil Stockdale
- *Iwo* by Richard Wheeler
- *Life in Mr. Lincoln's Navy* by Dennis J. Ringle
- *Naked Warriors* by Cmdr. Frances Douglas Fane and Don Moore
- *Nimitz* by E. B. Potter
- *Quiet Heroes* by Cmdr. Frances Omori
- *Raiders from the Sea* by John Lodwick
- *Raiders of the Deep* by Lowell Thomas, introduction by Gary E. Weir
- *Shield and Sword – The U.S. Navy and the Persian Gulf* by Marolda and Schneller
- *Ship's Doctor* by Captain Terrence Riley
- *Submarine Diary – The Silent Stalking of Japan* by Rear Adm. Corwin Mendenhall
- *The Battle of Cape Esperance – Encounter at Guadalcanal* by Capt. Charles Cook, USN(Ret.)
- *The Fast Carriers – The Forging of an Air Navy* by Clark G. Reynolds
- *The Fighting Liberty Ships – A Memoir* by A. A. Hoehling
- *The Golden Thirteen – Recollections of the First Black Naval Officers* by Paul Stillwell with Colin L. Powell
- *The Last Patrol* by Harry Holmes
- *Thunder Below* by Adm. Eugene B. Fluckey, USN(Ret.)
- *Tin Can Sailor – Life Aboard the USS Sterett, '39-'45* by C. Raymond Calhoun
- *We Will Stand By You – Serving in the Pawnee, 1942-1945* by Theodore C. Mason
- *What a Way to Spend a War: Navy Nurse POWs in the Philippines* by Dorothy Still Danner

"B" LIST: REFERENCE

- *American Naval History – An Illustrated Chronology of the U. S. Navy and Marine Corps, 1775-Present* by Jack Sweetman
- *The Book of Navy Songs* by The Trident Society
- *Sea Power: A Naval History* by E. B. Potter
- *Air Raid: Pearl Harbor! – Recollections of a Day of Infamy* by Paul Stillwell
- *E-Boat Alert – Defending the Normandy Invasion Fleet* by James Foster Tent
- *Heroes in Dungarees – The Story of the American Merchant Marines in WWII* by John Bunker
- *Unsung Sailors – The Naval Armed Guard in WWII* by Justin F. Gleichauf
- *The First Team: Pacific Naval Air Combat from Pearl Harbor to Midway* by John B. Lundstrom

MASTER CHIEF PETTY OFFICER OF THE NAVY (MCPON) READING LIST (Continued)

- *The First Team and the Guadalcanal Campaign: Naval Fighter Combat from August to November 1942* by John B. Lundstrom
- *Admiral John H. Towers – The Struggle for Naval Air Supremacy* by William F. Trimble
- *The Magnificent Mitscher* by Theodore Taylor
- *At Dawn We Slept* by Gordon W. Prange
- *Prisoners of the Japanese* by Gavon Daws
- *The Two Ocean War* by Samuel Eliot Morrison
- *History of the U. S. Navy, Vol. One, 1775-1941* by Robert W. Love, Jr.
- *Clash of the Titans* by Walter J. Boyne
- *Okinawa – The Last Battle of World War II* by Robert Lackie
- *War at Sea* by Nathan Miller
- *War Beneath the Sea* by Peter Sudfield
- *Miracle at Midway* by Gordon W. Prance
- *Authors at Sea: Modern American Writers Remember Their Naval Service* by Robert Shenk
- *Rocks & Shoals: Naval Discipline in the Age of Fighting Sail* by James E. Valle
- *The Unsinkable Fleet: The Politics of U.S. Navy Expansion in World War II* by Joel R. Davidson
- *Run Silent/Run Deep* by Captain Edward L. Beach
- *PT 105* by Dick Keresey
- *Submarine Commander* by Paul Schratz
- *We Pulled Together and Won! Personal Memories of the World War II Era* by Reminisce Books
- *Submarine Admiral* by Adm. J. J. Galntin
- *All at Sea* by Louis R. Harlany
- *The People Navy* by Kenneth J. Hagan
- *Longitude* by Dava Sobel
- *U-Boat Commander* by Peter Cremer
- *Kinkaid of the Seventh Fleet: A Biography of Admiral Thomas C. Kinkaid, USN* by Gerald E. Wheeler
- *Assault from the Se – The Amphibious Landing at Inchon* by Curtis Utz
- *Cordon of Steel: The U.S. Navy and the Cuban Missile Crisis* by Curtis Utz
- *Revolt of the Admirals* by Jeffrey Barlow
- *A Quest for Glory: A Biography of Rear Admiral John A. Dahlgren* by Robert J. Schneller
- *One Hundred Years of Sea Power: The U.S. Navy, 1890-1990* by George Baer
- *Great US Naval Battles* by Jack Sweetman
- *History of the U.S. Navy Part II* by Robert Love
- *Quiet Warrior: A Biography of ADM Raymond A. Spruance* by Thomas Buell
- *Honor Bound: The History of American Prisoners of War in Southeast Asia, 1961-1973* by S. I. Rochester and F. Wiley
- *Crossed Currents: Navy Women from WWI to Tailhook* by Jean Ebbert/Marie-Beth Hall
- *History of U. S. Naval Operations in World War II* by Samuel Eliot Morrison:
 - Vol. I: The Battle of the Atlantic
 - Vol. II: Operations in North African Waters
 - Vol. III: The Rising Sun in the Pacific
 - Vol. IV: Coral Sea, Midway and Submarine Actions
 - Vol. V: The Struggle for Guadalcanal
 - Vol. VI: Breaching the Bismarks Barrier
 - Vol. IX: Sicily – Salerno – Anzio
 - Vol. XI: The Invasion of France and Germany
 - Vol. XII: Leyte
 - Vol. XIII: The Liberation of the Philippines, Luzon, Mindinao, the Visayas

NAVAL DENTAL CENTER, GREAT LAKES

OUR MISSION: TO FUEL THE FLEET WITH DENTALLY HEALTHY SAILORS

Meaning: We are directed by the Navy to provide the Fleet with sailors able to do their jobs free from tooth pain and the potential of dental emergencies, which can lead to a lack of mission accomplishment for the Navy. We take pride in our commitment to provide you, the Navy's finest, with the best quality dental care.

1. Our commitment to you will begin on your P-2 day of training (DOT) at Bldg. 1523 (Recruit Inprocessing).
 - a. Your Dental record will be constructed.
 - b. X-rays will be taken to aid in determining what treatment you will require in basic training.
 - c. Health promotion presentations will be available while you are in Dental.
2. We understand the concerns of patients seeing a dentist for the first time. All patients will be treated with the same respect. If you are having a Dental problem while in basic training (toothache, trauma, or swelling), please be aware there is a Duty Dental Officer is available 24 hours a day to handle any Dental emergency. Inform your Recruit Division Commander that you are having a problem and they will arrange to have you seen and get the problem corrected.
3. On your P-4 DOT at Bldg. 1523, you will receive a detailed Dental exam.
 - a. A treatment plan will be provided to correspond to your Dental needs.
 - b. Patients identified as having a large number of cavities or unhealthy gums will be given special care during their tour at Great Lakes.
 - c. Some patients may receive Dental treatment on their P-4 DOT.
 - d. If you do not understand what care is going to be provided, please ask a staff member- we are here to help you. The more you understand about your dental care needs, the better you can take care of your oral health.
4. You will begin to receive Dental care on your 1-5 DOT at Bldg. 1017 (USS OSBORNE), including fillings, cleanings, and wisdom teeth evaluations.
 - a. Those patients requiring additional care will be given appointments during recruit training.
 - b. Every effort will be made to complete all your urgent care in basic training.
 - c. Your cooperation in keeping your appointments is essential. Failed appointments not only hurt you, but also your fellow shipmates. Keeping your appointment shows us your belief in the Navy Core Value of Commitment.

NAVAL DENTAL CENTER, GREAT LAKES (CONTINUED)

5. Things you can do to help maintain your Dental health while in basic training:
 - a. Brush your teeth with fluoride toothpaste three times a day. If you can only brush once a day, rinse your mouth with water after meals and brush just before bed. Why before bed? When you are sleeping, the saliva (spit) in your mouth slows down and the protective "bathing" effects of saliva is reduced. Food remaining on your teeth can result in an increase of the cavity process. If you brush before going to bed, your reduced salivary flow will allow the fluoride in the toothpaste to remain in contact with the teeth for a longer period and stop or slow the cavity process.
 - b. Floss your teeth at least once a day to remove the food and debris between your teeth. Leaving any material on a tooth surface for greater than a 24-hour period increases the risk of having this material become hardened (tarter/calculus). Once hardened it can only be removed by a Dental professional. You only floss the teeth you want to keep. Lack of flossing can lead to gum disease- the number one reason for tooth loss in adults.
 - c. Pay attention to the things you eat during and after basic training. Some sodas, fruit drinks, desserts, and snacks contain acids and up to 12 spoons of sugar. Your teeth are attacked for up to 20 minutes after consuming these items and your risk for developing tooth decay greatly increases. Limit between meal snacking and become informed about the acid and sugar content of the things you eat. Try eating fruits or vegetables for snacks.
6. Following graduation from basic training, your Dental care will continue.
 - a. Treatment not completed in basic training will be continued at your next duty station or Service School Command.
 - b. Each year, you will be given a Dental exam to determine your Dental needs and make you aware of your progress in maintaining Dental health.
 - c. Those graduating recruits desiring to remain tobacco free can obtain assistance from Dental (688-3331), the NTC Wellness Center (688-2617), or any medical or dental facility at the base where you are sent.
 - d. Following graduation, service members with dependents can take advantage of the TRICARE Active Duty Family Member Dental Plan by calling Dental (688-3620) or contacting United Concordia (1-800-866-8499). The benefits offered by the program are excellent and the rates are very reasonable.

NAVAL MEDICAL CENTER, GREAT LAKES

NUTRITION BASICS FOR A HEALTHY LIFESTYLE

NUTRITION BASICS FOR A HEALTHY LIFESTYLE

Important facts to remember:

1. Energy balance is key

- a. Energy in = Food and fluids consumed
- b. Energy out = Calories burned by the body
- c. If you take in more calories than you burn, your body stores the extra as fat and you gain weight.
- d. If you take in fewer calories than you use, your body burns stored calories and you lose weight.
- e. When energy in equals energy out, body weight is stable.

2. Energy in – manage weight through good food habits

- a. Eat a variety of foods every day (Use the Food Guide Pyramid)
- b. Include more colors in your diet by eating at least 5 servings fruits & vegetables per day
- c. Eat 3 meals a day to distribute calories for better energy utilization
- d. Eat smaller portions of foods
- e. Reduce high-sugar foods (sodas, candy, desserts, limit fruit juice)
- f. Avoid a severe calorie restriction
- g. Keep a diet journal when attempting to lose weight

3. Energy in – carbohydrates

- a. The body uses carbohydrates for immediate energy
- b. Carbohydrates (starch/sugars) can comprise up to 50% of calories
- c. Food sources include bread, cereal, pasta, rice, beans, fruit, vegetables
- d. Complex carbohydrates are desirable for fiber content and include whole grain breads, legumes, dried beans, fruits, vegetables

4. Energy in – protein

- a. Necessary for rebuilding and repairing body tissue
- b. Only 12 to 15% of calories in the diet need come from protein
- c. Food sources are meat, fish, poultry, eggs, beans, milk
- d. Protein is used for energy if fat or carbohydrate is lacking in the diet

5. Energy in – fat

- a. Fat is needed by the body for organ and nerve tissue
- b. Fat in the diet carries the vitamins A, D, E, and K to be stored by the liver
- c. Fat should be about 25-35% of calories, but only 7% of the calories should come from saturated fat or animal fat
- d. Fat is calorie dense (9 calories/gram), so portions should be small. Food sources are animal foods high in saturated fat/cholesterol such as cheese, eggs, meat, and butter (saturated), and vegetable oils (usually unsaturated), and nuts and seeds (unsaturated)
- e. Do not strive for a fat free diet. Fat is essential. Moderation is the key.

6. Energy in – Calcium

- a. Main source is dairy products (milk, yogurt, cheese)
- b. You need at least 3 servings daily (1000 mg)
- c. Calcium is good for maintaining strong bones and teeth. If you don't get enough, bones can weaken – leading to stress fractures, broken bones, etc.

NAVAL MEDICAL CENTER, GREAT LAKES (continued)

7. Energy in – Water

- a. Needed by every cell of the body
- b. Drink at least 8 cups of water daily
- c. High protein/high sodium diets increase water needs
- d. Drink more when increasing fiber intake to prevent constipation
- e. Increase fluid intake when exercising a lot to replace sweat losses
- f. Fat breakdown works better when your water level is high
- g. All beverages count except for alcohol or highly caffeinated beverages – choose low calorie for better weight control.

8. Energy in – How do vitamins fit in?

- a. Vitamins and minerals do not provide energy – they can help our bodies get energy from the foods we eat
- b. Needed to regulate body systems, build/repair tissue, prevent diseases, etc.
- c. Supplements are not warranted if you are eating a balanced diet with plenty of variety.

9. Energy out – Exercise Advantage

- a. Engage in aerobic exercise 3 – 6 times/week (walk, jog, cycle, etc.)
- b. Engage in strength training exercise 2 – 3 times/week
- c. Increase lifestyle physical activity (taking stairs, parking far from store)

10. Energy out – Exercise (FITT Rule)

- a. Frequency: Almost every day
- b. Intensity: The higher the intensity, the more calories you burn in a given time period. Work hard enough to get your heart rate up but still be able to carry on a little conversation.
- c. Time: 30 to 60 minutes
- d. Type: Aerobic and strength

11. Energy out – Plan Ahead

- a. Plan your daily schedule so that exercise is a regular part of the routine
- b. Exercise not only burns calories, but can also aid in handling stress

REFERENCE:

“MyPyramid.gov” USDA Web Site

NUTRITION QUESTIONS OR PROBLEMS: Individualized consultation is available with a dietitian. Call (847) 688-3446 for an appointment.



What foods are in the grain group?

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

Grains are divided into 2 subgroups, **whole grains** and **refined grains**.

NAVAL MEDICAL CENTER, GREAT LAKES (continued)

Whole grains contain the entire grain kernel -- the bran, germ, and endosperm. Examples include:

- whole-wheat flour
- bulgur (cracked wheat)
- oatmeal
- whole cornmeal
- brown rice

Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are:

- white flour
- degermed cornmeal
- white bread
- white rice

Most refined grains are *enriched*. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word "enriched" is included in the grain name. Some food products are made from mixtures of whole grains and refined grains.



What foods are in the vegetable group?

Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed.

Vegetables are organized into 5 subgroups, based on their nutrient content. Some commonly eaten vegetables in each subgroup are:

Dark green vegetables

bok choy
broccoli
collard greens
dark green leafy lettuce
kale
mesclun
mustard greens
romaine lettuce
spinach
turnip greens
watercress

Orange vegetables

acorn squash
butternut squash
carrots
hubbard squash
pumpkin
sweetpotatoes

Dry beans and peas

Starchy vegetables

corn
green peas
lima beans (green)
potatoes

Other vegetables

artichokes
asparagus
bean sprouts
beets
Brussels sprouts
cabbage
cauliflower
celery
cucumbers
eggplant
green beans
green or red peppers
iceberg (head) lettuce
mushrooms
okra

NAVAL MEDICAL CENTER, GREAT LAKES (continued)

black beans
black-eyed peas
garbanzo beans (chickpeas)
kidney beans
lentils
lima beans (mature)
navy beans
pinto beans
soy beans
split peas
tofu (bean curd made from soybeans)
white beans

onions
parsnips
tomatoes
tomato juice
vegetable juice
turnips
wax beans
zucchini



What foods are in the fruit group?

Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Some commonly eaten fruits are:

Apples
Apricots
Avocado
Bananas

Berries:
strawberries
blueberries
raspberries
cherries

Grapefruit
Grapes
Kiwi fruit
Lemons
Limes
Mangoes

Melons:
cantaloupe
honeydew
watermelon

Mixed fruits:
fruit cocktail

Nectarines
Oranges
Peaches
Pears
Papaya
Pineapple
Plums
Prunes
Raisins
Tangerines

100% Fruit juice:
orange
apple
grape
grapefruit



What foods are included in the milk, yogurt, and cheese (milk) group?

NAVAL MEDICAL CENTER, GREAT LAKES (continued)

All fluid milk products and many foods made from milk are considered part of this food group. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Most milk group choices should be fat-free or low-fat.

Some commonly eaten choices in the milk, yogurt, and cheese group are:

Milk*

All fluid milk:
fat-free (skim)
low fat (1%)
reduced fat (2%)
whole milk

flavored milks:
chocolate
strawberry

lactose reduced milks
lactose free milks

Milk-based desserts*

Puddings made with milk
ice milk
frozen yogurt
ice cream

Cheese*

Hard natural cheeses:
cheddar
mozzarella
Swiss
parmesan

soft cheeses
ricotta
cottage cheese

processed cheeses
American

Yogurt*

All yogurt
Fat-free
low fat
reduced fat
whole milk yogurt

*Selection Tips

Choose fat-free or low-fat milk, yogurt, and cheese. If you choose milk or yogurt that is not fat-free, or cheese that is not low-fat, the fat in the product counts as part of the discretionary calorie allowance.

If sweetened milk products are chosen (flavored milk, yogurt, drinkable yogurt, desserts), the added sugars also count as part of the discretionary calorie allowance.

For those who are lactose intolerant, lactose-free and lower-lactose products are available. These include hard cheeses and yogurt. Also, enzyme preparations can be added to milk to lower the lactose content. Calcium-fortified foods and beverages such as soy beverages or orange juice may provide calcium, but may not provide the other nutrients found in milk and milk products.



What foods are included in the meat, poultry, fish, dry beans, eggs, and nuts (meat & beans) group?

All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group. Dry beans and peas are part of this group as well as the vegetable group.

Most meat and poultry choices should be lean or low-fat. Fish, nuts, and seeds contain healthy oils, so choose these foods frequently instead of meat or poultry.

Some commonly eaten choices in the Meat and Beans group, with selection tips, are:

Meats*

Lean cuts of:
beef

Dry beans and peas:

black beans
black-eyed peas

Fish*

Finfish such as:
catfish

NAVAL MEDICAL CENTER, GREAT LAKES (continued)

ham	chickpeas (garbanzo beans)	cod
lamb	falafel	flounder
pork	kidney beans	haddock
veal	lentils	halibut
<i>Game meats:</i>	lima beans (mature)	herring
bison	navy beans	mackerel
rabbit	pinto beans	pollock
venison	soy beans	porgy
	split peas	salmon
<i>Lean ground meats:</i>	tofu (bean curd made from soy beans)	sea bass
beef	white beans	snapper
pork		swordfish
lamb	<i>bean burgers:</i>	trout
	garden burgers	tuna
<i>Lean luncheon meats</i>	veggie burgers	<i>Shellfish such as:</i>
<i>Organ meats:</i>		clams
liver	tempeh	crab
giblets	texturized vegetable protein (TVP)	crayfish
Poultry*		lobster
chicken	Nuts & seeds*	mussels
duck	almonds	octopus
goose	cashews	oysters
turkey	hazelnuts (filberts)	scallops
ground chicken and turkey	mixed nuts	squid (calamari)
	peanuts	shrimp
Eggs*	peanut butter	<i>Canned fish such as:</i>
chicken eggs	pecans	anchovies
duck eggs	pistachios	clams
	pumpkin seeds	tuna
	sesame seeds	sardines
	sunflower seeds	
	walnuts	

***Selection Tips**

Choose lean or low-fat meat and poultry. If higher fat choices are made, such as regular ground beef (75 to 80% lean) or chicken with skin, the fat in the product counts as part of the discretionary calorie allowance.

If solid fat is added in cooking, such as frying chicken in shortening or frying eggs in butter or stick margarine, this also counts as part of the discretionary calorie allowance.

Select fish rich in omega-3 fatty acids, such as salmon, trout, and herring, more often.

Liver and other organ meats are high in cholesterol. Egg yolks are also high in cholesterol, but egg whites are cholesterol-free.

Processed meats such as ham, sausage, frankfurters, and luncheon or deli meats have added sodium. Check the ingredient and Nutrition Facts label to help limit sodium intake. Fresh chicken, turkey, and pork that have been enhanced with a salt-containing solution also have added sodium. Check the product label for statements such as "self-basting" or "contains up to ___% of ___", which mean that a sodium-containing solution has been added to the product.

Sunflower seeds, almonds, and hazelnuts (filberts) are the richest sources of vitamin E in this food group. To help meet vitamin E recommendations, make these your nut and seed choices more often.

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THE NAVY ETHOS:

- WE ARE THE UNITED STATES NAVY, OUR NATION'S SEA POWER – READY GUARDIANS OF PEACE, VICTORIOUS IN WAR.
- WE ARE PROFESSIONAL SAILORS AND CIVILIANS – A DIVERSE AND AGILE FORCE EXEMPLIFYING THE HIGHEST STANDARDS OF SERVICE TO OUR NATION, AT HOME AND ABROAD, AT SEA AND ASHORE.
- INTEGRITY IS THE FOUNDATION OF OUR CONDUCT; RESPECT FOR OTHERS IS FUNDAMENTAL TO OUR CHARACTER; DECISIVE LEADERSHIP IS CRUCIAL TO OUR SUCCESS.
- WE ARE A TEAM, DISCIPLINED AND WELL-PREPARED, COMMITTED TO MISSION ACCOMPLISHMENT. WE DO NOT WAVER IN OUR DEDICATION AND ACCOUNTABILITY TO OUR SHIPMATES AND FAMILIES.
- WE ARE PATRIOTS, FORGED BY THE NAVY'S CORE VALUES OF HONOR, COURAGE AND COMMITMENT. IN TIMES OF WAR AND PEACE, OUR ACTIONS REFLECT OUR PROUD HERITAGE AND TRADITION.
- WE DEFEND OUR NATION AND PREVAIL IN THE FACE OF ADVERSITY WITH STRENGTH, DETERMINATION, AND DIGNITY.
- WE ARE THE UNITED STATES NAVY.

Shipboard Force Protection Conditions (FPCONS)

1. **FPCON ALPHA** - Is declared when a general threat of possible terrorist activity exists.
 - a. Security measures must be capable of being maintained indefinitely.
 - b. Shipboard watches and pier sentries are armed and equipped with communication devices.
 - c. Access to ship and pier is limited to include vehicles and small boats.
2. **FPCON BRAVO** - Is declared when a more predictable threat of terrorist activity exists.
 - a. Security measures must be capable of being maintained for weeks without affecting operational capability.
 - b. Maintain appropriate FPCON ALPHA measures.
 - c. Be suspicious of strangers, unattended vehicles, abandoned packages, and unusual activity and notify the duty officer.
 - d. Prepare warning tape in both English and the local language to warn small craft to remain clear of the ship.
 - e. Place additional armed sentries on the superstructure and the quarterdeck, prepare armed boat crews, and place them on 15 minute alert.
 - f. Maintain one brow for limited access to ship.
3. **FPCON CHARLIE** - Is declared when an incident occurs or intelligence is received indicating that some form of terrorist action against installations and personnel is imminent.
 - a. Implementation of this threat condition for more than a short period will probably create hardship for the ship and personnel.
 - b. Maintain appropriate ALPHA and BRAVO conditions.
 - c. Cancel liberty and prepare to get underway in one hour's notice.
 - d. Establish machine gun positions and deploy shoulder fired STINGER surface-to-air missiles.
 - e. Deploy armed boat crews and a helicopter to act as an observation/gun platform.
 - f. Energize radar and sonar systems.
4. **FPCON DELTA** - Is declared when a terrorist attack has occurred in the immediate area intelligence has been received that indicates a terrorist action against a specific location or person is likely.
 - a. Maintain appropriate ALPHA, BRAVO, and CHARLIE conditions.
 - b. Prepare to get underway.
 - c. Post sentries with machine gun to cover helicopter-landing areas.
 - d. Deploy grenade launchers to cover approaches to ship.